

School Activities



GRAND
AWARD

ACTIVITY
TICKET

CHS

CONSTITUTION
AND
BY LAWS

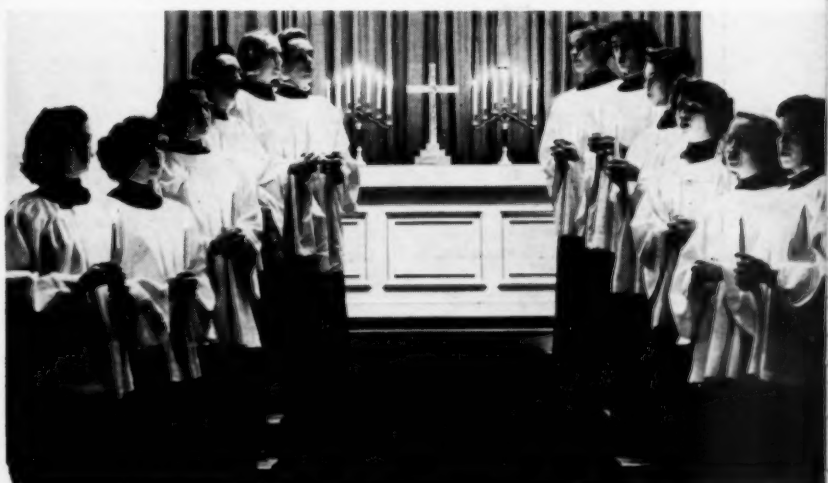
HIGH SCHOOL
NEWS

YEARBOOK

SECRETARY



Christmas Pageant—Central High School, Pueblo, Colo.



A Capella Choir—Bethesda-Chevy Chase High School, Bethesda, Md.

Royalty-Free Plays for Young People

RADIO PLAYS + FOR YOUNG PEOPLE

15 Great Stories Adapted for
Royalty-Free Performance
by WALTER HACKETT
With an introduction by
NORMAN CORWIN

already been production-tested in class and assembly programs, over radio stations and school loud speaker systems. So faithfully have the style and spirit of the original narrative been followed that these plays may even be read satisfactorily as condensations. 277 pages: \$2.75

Just published. Famous stories such as "A Tale of Two Cities" by Dickens, Hawthorne's "The Great Stone Face," "Rip Van Winkle" and "The Legend of Sleepy Hollow" by Washington Irving, a favorite passage from Louisa May Alcott's "Little Women," and De Maupassant's "The Necklace" are dramatized in this unusual collection of short radio plays. Most of the plays have

CHRISTMAS PLAYS + FOR YOUNG ACTORS

26 Royalty-Free One-Act Plays
edited by A. S. BURACK

"The Littlest Fir," "Everywhere Christmas," "The Perambulating Pie," etc. A new dramatization of Dickens' "Christmas Carol" is offered also. Plays are arranged in four sections: Junior High, Intermediate, Primary, and Radio. Simple settings and flexible casts make these dramas easy to produce. 308 pages: \$2.75

Just published. Here is a balanced assortment of traditional and modern plays for celebrating Christmas. Some of the most popular Christmas plays ever published in PLAYS, The Drama Magazine for Young People, are included: "No Room at the Inn," "The Broth of Christkindli," "The

100 PLAYS FOR CHILDREN + edited by A. S. BURACK

One hundred plays in one volume! This book is a giant collection of easy-to-produce, one-act plays on a wide variety of subjects: holidays, patriotism, legends, fairy tales, history, comedy and special occasion pieces. These well-written dramas are both timely and timeless in their appeal, fun to read and fun to act. Primary and intermediate

886 pages; \$4.75

ON STAGE FOR TEEN-AGERS ++ by HELEN LOUISE MILLER

Twenty-two gay one-act comedies, both holiday and general. Lifelike teen-age characters in humorous situations. Enjoyable for adult groups as well as young people. Junior high and high school 432 pages; \$3.50

CAREER PLAYS FOR YOUNG PEOPLE *

by SAMUEL S. RICHMOND

Thirty one-act vocational guidance plays dramatizing careers for young people. Entertaining dramas with true-to-life characters, realistic settings, and authentic backgrounds. Junior high and high school 342 pages; \$3.50

SPECIAL PLAYS FOR SPECIAL DAYS **

by MILDRED HARK & NOEL
McQUEEN

Twenty-four one-act plays for all the important holidays, both modern and traditional interpretations. Accurate historical backgrounds, simple settings, convincing characters. Intermediate and junior high 397 pages; \$3.00

* Recommended in the Standard Catalog for High School Libraries

+ Listed in the Booklist of the A.L.A.

For a timely variety of
new plays each month
of the school year—
PLAYS, The Drama
Magazine for Young
People. (Sample copy
on request.)

PLAYS, INC.

Publishers

8 Arlington St.

Boston 16, Mass.

ADVISORY BOARD

- LAURENCE R. CAMPBELL**
Florida State University
Tallahassee, Florida
- FRED B. DIXON**
John Marshall High School
Richmond, Virginia
- EDGAR M. DRAPER**
University of Washington
Seattle, Washington
- ELBERT K. FRETWELL**
Boy Scouts of America
New York, New York
- HAROLD E. GIBSON**
Illinois State Normal
University
Normal, Illinois
- LYMAN B. GBAYBEAL**
New York University
New York, New York
- EARL K. HILLBRAND**
Washburn Municipal
University
Topeka, Kansas
- L. R. KILZER**
University of Wyoming
Laramie, Wyoming
- VERNON C. LINGREN**
University of Pittsburgh
Pittsburgh, Penna.
- HAROLD D. MEYER**
University of N. Carolina
Chapel Hill, N. Carolina
- MERLE PRUNTY**
Stephens College
Columbia, Missouri
- LAWRENCE A. RIGGS**
Willamette University
Salem, Oregon
- JOSEPH ROEMER**
George Peabody College
for Teachers
Nashville, Tennessee
- PAUL W. TERRY**
University of Alabama
University, Alabama
- ADOLPH UNRUH**
Washington University
Saint Louis, Missouri
- ELMER H. WILDS**
Western Michigan College
of Education
Kalamazoo, Michigan
- CLARENCE O. WILLIAMS**
Pennsylvania State College
State College, Penna.

School Activities

HARRY C. MCKOWN, *Editor*

C. C. HARVEY, *Assistant Editor*

C. R. VAN NICE, *Managing Editor*

VOL. XXII, No. 4

DECEMBER, 1950

CONTENTS

As the Editor Sees It.....	114
School Activities and School Control.....	115
<i>J. R. Shannon</i>	
You Are the Master.....	117
<i>Gerald M. Van Pool</i>	
Suggestions for a Future Teachers Club.....	119
<i>William A. Bennie</i>	
Organizing a Drill Team.....	120
<i>Kay Teer Crawford</i>	
Everyone Wants in the Act.....	123
<i>Ralph E. Gauvey</i>	
Planning the Affirmative Rebuttal Speech.....	125
<i>Harold E. Gibson</i>	
Let's Sing Together for a Change.....	126
<i>Norman C. Mohn</i>	
Should Junior High Schools Have Competitive Athletics? (Concluded).....	129
<i>Floyd A. Rowe</i>	
Assembly Programs for January.....	131
<i>Irene Gray</i>	
News Notes and Comments.....	135
How We Do It.....	137
Comedy Cues.....	144

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 40 cents. \$3.00 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



Whether you want to think about it or not, one of the biggest questions before your school and community is that which concerns compulsory military training. That question is on the mind of every boy and girl in your school, and it should be faced collectively—in assembly and home room. And in this connection, the school's job is not the simple one of providing "outside speakers." It calls for debates, panel discussions, committee reports, and individual reports on student planning. Plenty of material is available, and full use of it is vital to everything the school stands for. The responsibility of the "home, church, and school" does not begin with *seeing the boys off!*

Many student officers will change with the coming of the new semester. Too, there will be membership drives, collection of dues, and induction of new officers. Looking forward to all of that, now is the time for examining the distribution of student leadership, for planning the details of scheduled events, and for facing pertinent facts to be revealed in a serious program of evaluation.

The place for adult speakers on a student council conference program is very small. Students can not afford to travel long distances just to be lectured to. Anyhow, telling is not teaching.

A must in new reading for both teachers and students is "Extraclass Activities for All"—by Ellsworth Tompkins, published by the U.S. Office of Education. The cost is twenty cents. Order it direct from Superintendent of Documents, U.S. Govt. Printing Office, Washington 25, D.C.

The yearbook staff of the school where it is a tradition to make each year's book bigger and better than the one of the year before now meets a real challenge. Maybe it is time to concentrate efforts on "better" and admit that "bigger" can be spared without much sacrifice.

We are about to go into a new year in which arguments will continue on the

soundness of girls' competitive athletics, interscholastic competition in music, and admission charges to athletic contests. Those of us who have watched developments over the past quarter of a century have seen the first question all but solved, the second well in hand; only the last is a wide-open challenge for a new half century.

At the National Student Council Conference in Denver last June, the nearest approach to an argument came in the roundtable discussion on Student Courts. Skeptical students expressed doubt on the advisability of a school's attempting such a venture. Ardent advocates of Student Courts proclaimed them a great success in their schools, and seemed to have the better of the argument. Their opponents, however, had the last word—in fact, four very important last words, "Just wait and see."

"Good Plays Carry Royalties" — by Percival Wilde in the November number of *Dramatics*—is good reading for anyone connected with high school play production.

The states leading in number of *School Activities* subscribers are: Pennsylvania, Texas, Illinois, Ohio, New York, and North Carolina. The rank of North Carolina among these states reflects the pioneer extra-curricular leadership of Harold D. Meyer there some twenty years ago.

Here are two items which reflect school-community relationships. At the beginning of a modern problems course at Patterson Park High School, Baltimore, the class is divided into a number of groups, each of which surveys certain civic organizations or activities—public library, city recreation, Red Cross, Housing Authority, etc. Later, for ten weeks, each student works on an agency of his own selection.

The University of Illinois recently established a new annual \$250 scholarship to be awarded to the high school graduate who turns in the best write-up of his community's government.

School Activities and School Control

JOHN Sherman was a failure each of his first two years in teaching. But high-school teachers were as scarce in those days as elementary-school teachers are today, and so the twice-failed neophyte had little difficulty in getting his third chance. His third opportunity to establish himself in the educational profession came in the form of a village principalship with only five teachers—three elementary and two high. As principal, John taught six classes a day.

More factors than one had contributed to Mr. Sherman's two years of failure, but prominent among them was discipline. He had made the awful mistake, his first two years, of assuming that as a means for establishing rapport with the pupils he should be common with them. "Start out with the attitude of a good Joe; let the pupils see what a fine fellow I am, and then they will come my way and be co-operative out of respect for me and my program." seemed to be the line of the poor sucker's reasoning. It seems he had not heard that familiarity breeds contempt.

On going to Bridgeton, in the fall of 1918, he decided to turn over a new leaf. He had enough sense to realize wherein his fault lay and to change his tactic. But his determination to do so was intensified by some bad counsel he got from Ambrose Bramblett.

Ambrose was an impressive-looking man tall, straight, robust, grisly, and endowed with a rare statuesque physiognomy which commanded more respect than it deserved. He lived across the street from the schoolhouse, and he accosted Mr. Sherman in front of the building a few days before school opened. "Good morning, Professor. I understand you are the new principal this year. Well, bear down on them. The kids here are a rambunctious lot who need constant vigilance. Don't let them start anything; keep a tight rein on them. Mr. Barringer had good success with them the six years he was here, and we don't want to see any letup."

When school opened, Mr. Sherman was resolved to start out more rigidly in his disciplinary control than he intended to remain. He went so far as to be especially alert to see some inappropriate behavior

J. R. SHANNON

*Sacramento State College
Sacramento, California*

which he could crack down on, but which under normal circumstances or at other times he would fail to "see." But nothing all day Monday, however minutely off-color, occurred. Most of Tuesday passed before Mr. Sherman had his chance to prove to himself that he was a new person.

It was the last period in the day, and Mr. Sherman was conducting a class in general science in the front of a small assembly room which had upperclassmen studying silently in the rear. A large, athletic chap near the back of the room had been studying diligently throughout most of the period, and had grown stiff from lack of muscular exercise just as Mr. Sherman happened to look his way. He sat up straight in his seat, yawned, thrust out his chest, extended his muscular arms stiffly at full length to both sides—and then, with an innocent flip of each wrist, boxed the boys on the two sides of him.

That normally inconsequential little disturbance gave Mr. Sherman the opportunity he had been looking for. He took out time from the science class to give due and direct attention to the misconduct of the upperclassman, and then proceeded with the science recitation. He probably would not have remembered the incident long had it not been for two events which brought it back to his mind.

The following spring, the pupils produced a school annual, and one of its features was the School Calendar. It began:

Monday, September 8: School opened.

Tuesday, September 9: Sam got bawled out.

Sam's getting bawled out was the big event of the day. Still, Mr. Sherman might not have remembered the affair indefinitely had he not got a further reminder of it.

Some twenty years later, when Dr. Sherman was a professor in the college which was both his and Sam's alma mater, Sam, at that time a successful school superintendent in the northern part of the state, called on his old high-school principal and coach. "Do you remember . . . ?" he began, and then recited the incident of "the big event."

"Yes, Sam. But I don't recall what I said on the occasion."

"Well, I do, and I could tell you yet. Man, that stands out as one the big events in my life."

It was a lucky break for Mr. Sherman that his first "culprit" was a pupil of Sam's stature. Sam was the number two boy in the whole high school. Only Max, and maybe Russell, could match his prestige. He was tall—almost the exact height and weight of Mr. Sherman — athletic, handsome, brilliant, popular, gentlemanly, and extraordinarily mature for a boy of seventeen. He was catcher on the baseball team, guard in basketball, and active in the school's dramatic and social activities.

Being a small school, Bridgeton did not have football, and so baseball became both a fall and spring sport. Mr. Sherman acted as coach, and was considerable of an athlete in his own right. Since Sam was the only catcher on the squad, Mr. Sherman caught for the opposition in practice games. Max, now a retired professional pitcher, still smiles as he reminisces on how one of his fast balls, barely nipped by a batter, raised a shiny bump on Mr. Sherman's head, and how Mr. Sherman wore the bump unabashed into his afternoon classes following the noon practice game.

But not all was sweetness and light in the pupils' relations with the other high-school teacher. Mr. Sherman still wonders whether Ambrose was right or wrong in his warnings on the evil nature of the Bridgeton pupils. He had no problems, but the other teacher had mountains of them. More than once the noise became so uproarious in her room that Mr. Sherman had to go in to restore calm, and each time found the hapless, helpless woman defeatedly tapping her pencil on her desk in a weak and vain effort to restore order. Max would be necking a girl; Sam would be throwing chalk; Russell would be tousling a freshman; Albert would be jumping out of the window. It seemed that everything disorderly which one had heard or read about happening in a classroom was duplicated and multiplied in the one teacher's room, but not in the other's. Wherein lay the difference?

It is not easy to diagnose classroom difficulties. Maybe concomitants affected the situation. Teaching competence and teachers' knowledge of subject matter may have had a bearing. Certainly personality—

whatever that means—was influential, for the other teacher had a piping voice and such a pitiful figure that Sam gave her the nickname "Canarylegs." It is not oversimplification to lay the difference between the two teachers' success in school control to school activities primarily. Mr. Sherman was a better-than-average athlete, a passingly fair dancer, and interesting card player, a forceful debater, an excellent singer, and an acceptable actor. He exhibited all his areas of competence both in community affairs and in the school. Pupils interested in school activities saw that he was their man, and school activities lead, willy-nilly.¹ On the other hand, the other teacher had no competence outside of books. She could not command the respect of the pupils in those areas where they were most able to appreciate competence. Clearly, success in school activities and success in school control go hand in hand.

The only time the other teacher had any success whatever in classroom control was the last three weeks of the term, and she never found out that her final respite was indirectly a result of school activities.

As was her custom, she sent two offending pupils to Mr. Sherman one morning in early May. The two that time were Sam and Dan, with Sam the leader and spokesman. Mr. Sherman happened to be standing when the stalwart adolescents entered, and so he continued standing as he treated the case.

He began—as was usual in such cases, which had been many — with a feigned austerity to talk to the boys like a Dutch uncle. The three men were equal in height, and Sam, barely two feet away, stood confidently looking Mr. Sherman squarely in the eyes on the level, but like man and man. And really it was so; Sam was a man in every sense. Before Mr. Sherman had finished his first paragraph of admonition, Sam interrupted:

"Now look here, Mr. Sherman, you know that teacher is no good, don't you?"

The last two words of that challenge put Mr. Sherman in a delicate predicament. He either had to lie, tell the truth, or dodge the issue by a reprimand to Sam for his boldness; and in either option, he had to think fast.

"Yes boys, I admit it. She is unsuccessful."

1. J. R. Shannon, "School Activities Lead, Willy-Nilly," *School Activities*, November, 1950.

ful, and I promise you now she will not be here next year. But do you see what a mess we all would be in if the whole school knew the spot you have me on at this moment? Now let's play this game co-operatively for the welfare of all, and try to hold the old barrel together without its going to staves for three more weeks. Now you go back and behave yourselves, and use your influence to leaven the whole student body with standards of upright decorum. Is that a deal?"

You are the Master

IN the student council of which I was advisor some years ago, we had a German-born student who, with his family, had to flee his homeland when Hitler came to power. He came to our school and was elected a member of the council which met, because of schedule difficulties, at night. I soon discovered that he lived in the same part of the city as I did and so, after council meeting one night, I offered to drive him home in my car. He looked at me in amazement, but finally managed to ask, "Do you mean to say that you would drive *me* home in your car?"

It was my turn to be amazed at this question but I managed to assure him that I would be happy to get him home faster than the bus would and asked him, in turn, why this seemed so unusual to him. His reply was a revelation to me—a revelation of the kind of school system under which he had grown up and an insight into the teacher-student relationships in Germany. He said, in reply to my puzzled question, "But you, Mr. Van Pool—you are the Master!" On the way home and on later trips home he told me a great deal of his early life and the relative strictness under which German schools were conducted. He explained that in his early days in school no Master would have offered to drive one of his students home, that this kind of friendly relationship was not practiced in his homeland. He was pleased and gratified to live in the democratic atmosphere of a friendly United States and was proud to have been elected a member of the student council. He never quite overcame his elation at being able to stand up in a council meeting and express his opinions on various aspects of school life.

"It's a deal, Mr. Sherman. There will be no more trouble this year."

And there wasn't—at least, not much.

When the term was over and the two high-school teachers were packing their belongings, the failing one looked wistfully, innocently, almost radiantly, at Mr. Sherman, "You know, I have had a lot of trouble this year. But I think I have learned how to master the situation. These past three weeks I have had practically no trouble at all."

GERALD M. VAN POOL

Director of Student Activities

National Association of Secondary

School Principals, Washington, D.C.

Nor have I ever been quite able to forget the words of this young German, so recently transplanted to the free soil of America, when he said in amazement, "You are the master." In working with student councils all over the country and observing the good and the mediocre activities in which they engage, I want to say to them, over and over again, "You are the masters. You can have any kind of a government you want! If you want a dictatorship you can have it. If you want a democracy you can have that. Because you are the masters!" I sometimes wonder if young Americans fully understand their possibilities as expressed through their student councils.

Obviously, I do not believe that the student council is going to save the world. I do not believe that student council members, even working together in harmony, can all of a sudden, overnight, make the nation the kind of a nation it ought to be and Americans the kind of citizens they should be. I do believe, however, that of all the school organizations, the student council has the greatest possibilities for good. Through this rather young organization, minds can be changed; habits can be learned; a sense of responsibility can be developed; practice in doing the things which a good citizen does can be gained; and an awareness of what is expected of all of us can be presented. In short, if any youth organization has an opportunity to train young people for active, intelligent, and socially-responsible citizenship,

that organization is the student council.

America is not going to be done over in a hurry. Citizens are not suddenly going to realize their tremendous responsibilities; even students are not going to believe immediately that they have a tremendous responsibility in changing peoples' minds and encouraging them to think in terms of responsible citizenship. But the student council can make a start. The student council must believe and then *teach* that our kind of government, while far from perfect, is still the best type of government that has ever been devised. The student council should present as often and as dramatically as possible the idea that ours is a government in which the individual is more important than the state, the individual is served by the state. The student council can demonstrate this by considering rationally, intelligently, and sensibly the complaints and the suggestions of the students. In what other country in the world do school officials listen as attentively and as seriously to the voice of youth as here in America? The student council must now make certain that Youth has something to say.

Think what we may of the Communist philosophy, we must admit that Stalin & Co. are doing a magnificent job in selling that philosophy to some parts of the world. Lies though they may be, distortions all, they are being circulated masterfully around the world with what is, unfortunately, telling effect. The democracies must do as well. We must believe that our kind of government is better than anything the Communists have to offer. But just believing that is not enough—we must convince others of that fact! We must demonstrate, in as many ways and at least as dramatically as we sell toothpaste or hair oil what democracy has to offer. That is a job—a real challenge to the student council! Possibly it will be a play in the assembly; a poster contest; a speech before the luncheon clubs in town; advertising in local papers; a radio skit; or simply the working of the student council as an example of enlightened democracy—whatever form the presentation takes, the basic underlying philosophy must always be: We have the finest kind of government in the world and we'll prove it!

Thinking along these lines makes some student council activities look rather pointless. Most of us have no special objection to these student council activities

so long as the council never loses sight of its *main* object: the teaching of good citizenship by doing the things which a good citizen does. Learning to do by doing! This means that it may be all right for a council to sponsor a Hobo Day if the students know it for what it is, just some silly relaxation. It may be well enough to work for the installation of a coke machine in the corridors so long as all students know that this is not the real business of the council.

Suggestions for constructive service may be found on every hand. Some councils take an active part in the annual I Am An American Day; some sponsor a citizenship conference; others organize and carry out a get-out-the-vote campaign; still others work out a program to reduce or eliminate cases of racial discrimination. It is encouraging to read the many accounts of truly outstanding student council projects.

A popular song tells us that it's later than we think. Is it too late to convince Americans of the advantages of our type of government? We are told that the Communists are moving in on us from all sides, some easily recognized, some well disguised; some in the open, but generally in the dark. They seek to undermine or to overthrow our government as we know it, and if we let them, they can succeed. Therefore, if we want our kind of government to continue as we know it, if we honestly believe that we are really the masters and can have the kind of government we want, then each student council must understand its tremendous responsibilities. If thousands of student councils, all over the country work together to preserve our American Way of Life and if they continue to train countless other thousands of young Americans in the duties of responsible citizens, there can be little doubt of the eventual outcome. Even Joe Stalin must realize that.

You are the master! What do you plan to do about it?

It is the clear responsibility of every educator to do all within his power to counteract this undermining of so important a portion of his administrative or teaching activity. Let us all work for better sportsmanship and citizenship, beginning by resisting the trend toward irresponsible treatment of game officials.—Editorial in (Tex) Interscholastic Leaguer

Suggestion for a Future Teachers Club

WITH the trend for increased teacher pay throughout the country has come a demand for improved instruction. This is justified and to be expected. Teachers in the field who desire additional increases in salary can only hope for such increases to come about through providing the field of education with improved standards of teaching. The teacher who is not worried about securing improved economic status for the teaching profession but who teaches because of a desire to aid people and because of his love of the profession and the enjoyment of seeing people "grow" also desires that the professional level of the teaching field be raised. The big question is HOW IS THIS TO BE DONE?

Every school teacher has an opportunity within his own school to show students the importance of the profession and can give students who are interested in education an opportunity to discover much information about the training, remuneration, and values of a career in teaching. This is recognized by all teachers as a possibility, but few teachers have an opportunity to squeeze this little amount of guidance into an already over-crowded working day. Why not try to impart this information through a Future Teachers Club which can function along with the other extra-curricular activities?

Such a club can be organized along local lines or through affiliation with the national organization sponsored by the NEA. Either organization can approach teaching as a guidance opportunity, exploring the possibilities of work in various teaching fields. Boys and girls who are nearing the end of their high school course are usually undecided as to what they are going to do in the future and will welcome such guidance information, if it is presented in a manner that will appeal to them. How can we go about planning a series of activities for a future teachers club?

Careful consideration must be given to the financial side of the picture. Such an organization will have little resources of this nature. The following recommendations have been made with an eye to economy and availability.

The first activity that a Future Teachers Club will engage in might be a visit to

WILLIAM A. BENNIE
*Instructor in Education and
Critic Teacher
Miami University, Oxford, Ohio*

another school. This should be done after careful planning to make sure that such a visit will be welcomed by the other school and to insure educational benefits from the trip. It is advisable to have the club visit a school quite different from the students' own school. If the club is organized in a large school, they should visit a small one, or vice versa. This will let them see the problems of different-sized schools and the advantages that exist in each kind. Interest will be high in this project, for all students like to see other schools in action.

A panel discussion may profitably predominate one meeting, using information supplied by placement agencies of various teacher training schools, which will be willingly supplied without cost. This information will consist of the demand that exists for teachers in various fields and the prospects for the immediate future. The number of prospective teachers now in training will be desirable information to supplement this report. In this way the students will see what the possibilities of employment are. Along with this can be given information concerning the newer fields of endeavor, such as working with the handicapped, speech and hearing therapy, etc.

If a university or college is within reasonable distance (as they usually are), the club may try to visit some of the education classes conducted by that school. It is suggested that they visit some of the basic education courses so that they could see the nature of the training along these lines.

Students of colleges who are receiving training in education may be induced to speak to the clubs during their vacation periods and give the high school boys and girls an opportunity to ask questions relative to the training required for one to enter the profession.

In one school with which the author is familiar, an opportunity is given for the high school students to teach a few days in a subject in which he is proficient, after

carefully working out plans with the regular teacher. This plan has proved highly satisfactory. Certainly such a program will give the prospective teacher a valuable experience from the guidance viewpoint.

Of course there are inexpensive pamphlets and booklets available from institutions and business firms which have guidance material along the line of teacher preparation, and a library can be built up quite easily.

The following activities could be carried on successfully in a future teachers organization:

Field trips to other schools
Study of employment in formation from placement agencies or schools
Observation of college classes
Talk by college students preparing for a teaching career
High School "practice teaching"
Inexpensive publications
Such activities as these will give the high school student good idea of whether or not he would like to seriously consider teaching as a career. It is hoped that the better students will react favorably to such a consideration.

Organizing a Drill Team

Half time activities, pre-game entertainment, and post-game activity by drill teams and musical organizations have taken on a growing prominence in high schools. For clarification, a drill team is a service group of girls organized to promote school spirit, fellowship, leadership, scholarship, and character. A drill team may perform at assemblies, parades, pre-game and post-game rallies, half-time activities at sports events, and may give civic or school service wherever a large well-organized group is needed. It may sponsor a show for "March of Dimes" or gather old clothes for a P.T.A. drive. Because of the lack of training available for drill team sponsors, evils have been unforeseen and have grown into undesirable situations. Many qualified educators have scorned drill teams as a high school organization, and the writer agrees that the value of a drill team must be weighed in the light of each school program and is not necessarily recommended for all high schools.

A drill team is usually composed of a marching unit, baton twirlers, flag twirlers, and officers. Acrobats, drum and bugle corps, and other performers are sometimes included. Drill teams usually work with the high school band in public performances unless they have their own rhythm sections.

Many school administrators are searching for teachers qualified to organize and sponsor a drill team. Because of the nature of the organization and the strenuousness of the program, the sponsor is usually a physical education teacher who is young, enthusiastic, understanding of student problems, willing to work long hours after

KAY TEER CRAWFORD

*Sponsor of Sergeanettes
Santa Monica High School
Santa Monica, California*

school and evenings, interested in guidance and counseling, and creative. Such a person should have a fair knowledge of music and be skilled or thoroughly familiar in the mechanics of baton twirling, flag twirling, acrobatics, and marching maneuvers and formations. A sponsor of a drill team should know and practice sound public relation techniques. It is little wonder that experienced drill team sponsors are scarce and have an abundance of opportunities in choosing positions.

Before organizing a drill team in a school, it is advisable that the sponsor, the girls' dean, and the head of the girls' physical education department formulate policies regarding the function of the organization and qualifications for membership. Some of these policies and qualifications are:

1. Scholarship

The desirable members will be girls with a scholastic average of "C." (An officer should have more than a "C" because of additional obligations.) They are usually able to follow instructions with a minimum amount of explanation. One will find that the constant battle with time is always present in drill team activities. Even though the drill team may be scheduled as a class, it is in a sense an extra-curricular activity, and should come after a member has met her obligations to major purposes.

2. Health

Each prospective member should be checked and approved for membership by the school physician. This doctor should be well-informed as to the extent of drill team activities. Girls who are in corrective or restrictive classes, who work after school, or who have dismenorrhea, should not be members. A girl's daily routine should be checked carefully since drill team does require a great deal of energy. Girls representing a school in public should have good health and an attractive appearance.

3. Height and Weight

It is good to have girls between 5 ft. 3 in. and 5 ft. 7 in. This uniformity is pleasing, the size of step is more uniform, mixing of squads in formations is possible, resale of uniforms will not be a problem, and the general appearance will be better. Weight should not vary more than ten pounds from the usually accepted data for adolescent girls.

4. Coordination

A coordination and rhythm test should be given each girl before membership. The test will depend upon the school policy, pupil needs, and what is expected of the members.

5. Citizenship

By this we mean the ability of a girl to work with a group and abide by the laws and rules of the school. Applicants should be approved by the sponsor, head of the physical education department, and the girls' dean. Citizenship is important, for after the season starts, time cannot be taken from practice to discipline individuals. Girls who attract undesirable attention to themselves and the group should be replaced. Since student leaders are used in drill teams, prospective members should be chosen on their ability to work harmoniously under such circumstances.

6. Uniform

Members should be responsible for the purchase of their own regalia and extra performance properties. It has been found that students take more pride and interest in their uniforms if they are individually owned. Uniforms can be bought for fifteen dollars and sold next season for eleven dollars. The uniform should be used by the owner only when she is authorized to appear in an organization-sponsored activity. The uniform chosen or designed should be appropriate for the type



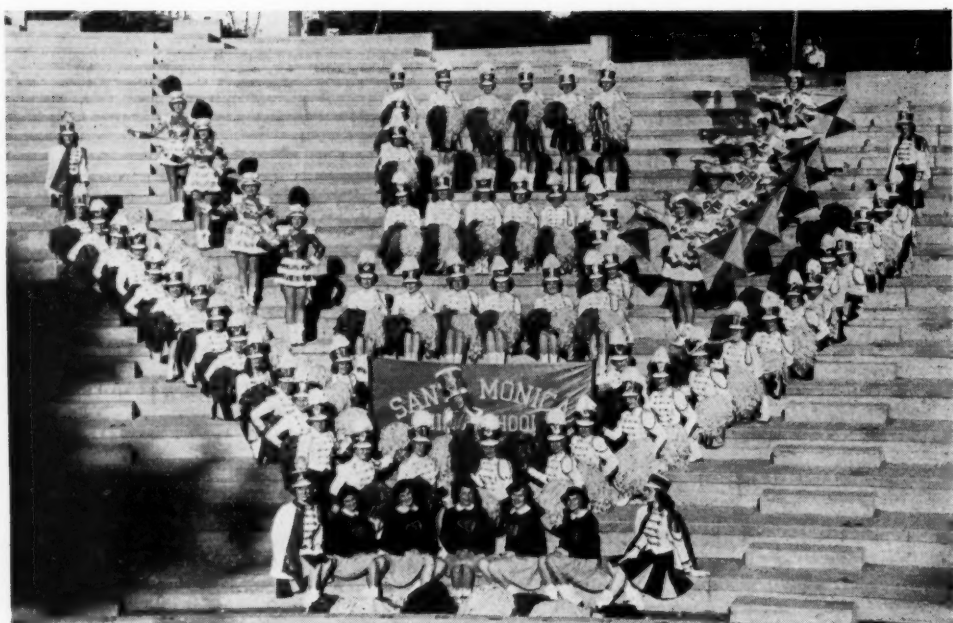
Santa Monica Baton Twirlers

of drill performance you plan to do and one that is pleasing to the majority of spectators. If you wish to have a high strutting team, the skirt should be full; if you wish to stress military precision drill, slacks might be advisable; if a great deal of acrobatics are used, perhaps shorts might be considered. It is well to keep in mind that your girls are high school girls and are not to be exploited or given a professional-style uniform. A more conservative uniform is recommended.

The uniform for the marching group may be the same from year to year and thus make possible for the uniform, a resale value. This is often impossible with the leaders, baton twirlers, flag twirlers, and song leaders, since they are so conspicuous, perform more, use uniforms more, and thus make it advisable that their uniforms be changed each year. Most of those honored with position of leadership will wish to keep their uniforms. A costume or dress-designing class might use as a class project the designing of uniforms for the entire drill team.

7. Constitution Test

A constitution including the name, purpose, membership, officers, system of awards, and laws of the organization should be drawn up and worked out with the students. It is suggested that before a girl becomes a member of the drill team



Santa Monica High School Drill Team in Unique Formation

she make an accepted grade on a test covering the constitution and by-laws. Once the drill team is organized, a prospect should file an application the semester before she is to be a member. Information such as name, address, telephone, position desired, recommendations from all her teachers and a grade for each subject, along with the approval of her physical education teacher, girls' dean, counselor, and parents. She should sign a brief paragraph stating what is expected of her as a member. The constitution should include two sets of officers; namely, business officers—president, vice-president, secretary, treasurer, business manager, etc.; and military officers consisting of colonel, major, captain, etc. This affords more opportunities for teaching leadership. The activity of the group will determine which set of officers will be in charge. If the group is performing, the military officers are in charge; otherwise, the business officers hold order.*

Naturally, a large organization of this kind will present many problems, and here are some of them:

a. Awards

Plan an award system suitable to the school policy. It may be pins, letters, cita-

tions, sweaters, certificates, cards, or may be merely the pleasure of participating.

b. Safety

Travel only by public or chartered vehicles with adequate sponsors. A girl should return home by the same conveyance unless she has a permit on file signed by her parents. Also have the parents telephone the sponsor. (This is an excellent opportunity to talk to parents.) Carry a first aid kit on all trips. See that the girls are protected against unfavorable weather conditions.

There are six types of drills:

- (1) Thematic. Entire drill is of one theme such as Christmas, Thanksgiving, etc.
- (2) Precision. Straight military drill is used with geometrical figures and letters.
- (3) Spot. One figure is used for a special thought as a chest for Community Chest.
- (4) Militaristic Swing. Swing dance steps are combined with military marching.
- (5) A guest is featured and the drill is worked around the guest star.
- (6) Combination. All the drills above are mixed.

(Continued on page 136)

Everyone Wants in the Act

IT is an unusual school in which fewer people than are needed apply for parts in the school plays. Most directors are faced with the problem of selecting fifteen or fewer actors from thirty or more hopefuls. The ones who do not receive a coveted acting part are disconcerted to say the least.

Wise directors have learned to put this surplus energy to work. Some solve the problem by selecting a double cast, each to play one night. The double cast has the advantage of providing the director with automatic stand-ins, but it has the disadvantage of forcing the director to work with two completely different casts when there is seldom time enough to adequately develop one.

A better way to utilize this very human wish of wanting to be a member of an "in" group is to direct the energy of willing workers into another channel. This can be done by the simple expediency of forming a production unit.

A production unit has a double advantage; it gives everyone a chance to work in the show in some capacity, and it relieves the director of the numerous routine details which interfere with his major job of actually directing.

One method of forming such a unit is to call a general meeting of those who were not selected for a part in the play and any others interested in working in the production. From these people, select the production staff consisting of the following:

(1) A Script Girl. The script girl should be an above average person in intelligence, since she is in effect the director's personal secretary for the duration of the show. Her duties are: to hold the play-book while the director works with the cast; to make changes in the manuscript at the director's notice; to prompt lines for the actors during rehearsal; to keep a daily schedule of memos, making sure that minor details are taken care of for the director.

The script girl is invaluable in assisting the actors with line memorization. She should know the show as the director has interpreted it, and she should be able to assist the actors with all off-stage rehearsals.

RALPH E. GAUVEY

*Teacher, Gettysburg High School
Gettysburg, Ohio*

(2) Art Director and Staff. The art director designs the scenery and costumes. He works with the stage manager, carpenters, and electricians. After he designs a setting, he will submit it to the director. Upon approval, it goes to the carpenters and the art director sees that the scenery is constructed as soon as possible.

(3) Property Mistress. The properties should be on stage as soon as possible. Actors should have props in their hands within the first week of actual rehearsal. If it is impossible to secure a particular property, a substitute should be used. The sole responsibility for properties rests with the property mistress. She is also responsible for seeing that the actors have their properties before an entrance.

(4) Wardrobe Mistress. Any wardrobe problems are handled by the wardrobe mistress. She is responsible for every actor. If an actor cannot find a costume, the wardrobe mistress must procure it. She also times any quick changes and makes sure the actor can make it in the time allotted.

(5) Carpenters. They build the setting. There should be a head carpenter who takes the responsibility for the crew.

(6) Electrician. He sets the lights according to the art director's plans and he is responsible for the safety of the electrical wires and switchboard.

(7) Stage Manager. He should have a crew of stage hands who will move the scenery, pull the curtain, set up and strike the set, and trim the set. The stage manager himself assumes responsibility for all light and sound cue lines and actors' entrance. He checks the setting before every act or scene.

(8) Prompters. Generally, the script girl makes the best prompter since she is familiar with the tempo of the show. Nothing makes an actor any more angry than to have a prompter whisper to him when he is striving for a silent effect. However, some directors prefer to use people unfamiliar with the show and, therefore, that is a matter of opinion.

(9) Business Manager. He takes care

of all the financial arrangements for the show. He prepares a budget, an accounting book of all expenditures, a ticket sales assignment sheet and a final balance sheet when the show is over. He is responsible for publicity, buying the books, arranging for the ushers and programs, and all other details concerning finances.

The most reliable students should be chosen to head the departments. The remainder of those wishing to be a part of the show should be allowed to work in departments of their choice.

The production unit is not a panacea for all of the director's troubles. The director is still the head of the show, and he must use his organizational and executive powers if the unit is to work.

There should be a definite chain of command; each person in the unit should know to whom he is responsible. An organization chart is useful, providing the students know how to use it. The actual arranging of a specific unit is left to the discretion of the individual director who must take his particular problems into consideration.

In the suggested chart, the director is the head. When he calls a staff meeting, only four people need be present: the script girl; the stage manager; the art director; and the business manager. These four people should be able to bring any problem within their departments to the director's attention.

The other departments are under the jurisdiction of these four, and, for example, arising in properties would be brought to the attention of the director by the script girl.

The production unit, when properly organized, can be of immense value to the director. He will find that petty details no longer plague him during valuable rehearsal time. He will be able to concentrate more on the cast and the play itself, but more important, many additional students will be given a chance to participate in the wonderful experience of "putting on a play"—

More students will have a chance to get into the act.

Ed. Note*

The author has prepared various handbooks for use by the various production staff department heads. The booklets outline the duties of these students and include a glossary of stage terms for the particular departments. They are free for the asking.

Next month *School Activities* will publish a round table discussion of play production problems. Send your problem to the author. We will discuss it with a group of little theater and high school directors and will publish the suggested solution.

RAZZMATAZZ OR EDUCATION

SCHOOLBOY ATHLETICS are causing grave concern in many high schools. Controversies are raging over the purposes of athletics, the emphasis to be given to them, the sanction of contests and "all-star" games.

Here and there scandal pops as boards of education support coaches as against the superintendent, subsidize players, encourage tacitly outbursts of unrestrained enthusiasm among spectators, and endanger health of kids in order to exploit popularity of sports.

Alarmed, physical education officials released "Standards in Athletic for Boys in Secondary School." They hope that some schools will stabilize their athletics through adoption of such standards.

Their "guiding policies" follow:

1. Athletics are to be an integral part of the secondary-school program and should receive financial support from tax funds on the same basis as other recognized parts of the total educational program. As a part of the curriculum, high school sports are to be conducted by secondary school authorities and all instruction provided by competent, qualified, and accredited teachers so that desirable definite educational aims may be achieved.

2. Athletics are for the benefit of all youth. The aim is maximum participation. A sport for every boy and every boy in a sport—in a well balanced intramural and interscholastic program with emphasis on safe and healthful standards of competition.

3. Athletics are to be conducted under rules which provide for equitable competition, sportmanship, fair play, health and safety. High school sports are for amateurs who are bona fide undergraduate high school students. These youth must be protected from exploitation and the dangers of professionalism. Pre-season, post-schedule, post-season, all-star games or similar types of promotions are not consistent with this principle. It is necessary to develop a full understanding of the need for observance of local, league, sectional, state, and national standards in athletics.

The standards were prepared by American Association for Health, Physical Education and Recreation—NEA and National Association of Secondary School Principals—NEA and the National Federation of State High School Athletic Associations.

—Edpress

Planning the Affirmative Rebuttal Speech

RESOLVED: That the American People Should Reject the Welfare State.

If you were asked to point out one of the most important prerequisites of a good debate topic, you would certainly state that it should increase in public interest as the season progresses. It is really ideal if this public interest reaches a high point at the time when the final debates are being held during the spring. This debate question involving the future of the Welfare State seems to be developing toward just such a climax. Its continued progress was an important part of the political arguments during the recent election. The results of the election still do not indicate that the American people have turned their backs on the Welfare State. When Congress resumes sessions early in 1951, we will again see great activity over the proposals that have been included in the Welfare State.

One cannot discuss the rebuttal possibilities of the affirmative side in this debate without taking into consideration the feelings of the American people as expressed in the November elections. The results of this election left the Democrat party leaders stunned and wondering about the future of their Welfare State program. In 1948, they had won a surprise victory, almost equivalent to a vote of confidence for their Welfare State proposals. The anti-welfare legislation of the 80th Congress had been slapped in the face, and the leaders of the Democrat party felt that the people wanted the program that they had stood for in gaining reelection.

Even up to the time that the votes were being counted, Democrat leaders had counted on a few losses as almost always come with mid-term elections, but they also confidently counted on having a clear working majority in Congress. They had not expected that both their majority leader and their party whip would go down in defeat, and that Senator Taft would win the greatest victory of his political career. In fact, the Democrats woke up the day after election to find their majorities in both the House and the Senate so small that they could look forward to two years in which every step of the Welfare State program would be throttled by a combination of Republicans

HAROLD E. GIBSON
*Illinois State Normal University
Normal, Illinois*

and Southern Democrats in both Houses.

Most observers feel that as a result of the Republican upswing in the election that the Fair Deal or Welfare State legislation is dead for at least the life of the 82nd Congress. Even the Democrats who had been following obediently the party line as outlined by Truman were beginning to wonder if this was really good political strategy. They saw Lucas of Illinois and Myers of Pennsylvania defeated along with Tydings of Maryland and Thomas of Utah. The only Democrat to unseat a Republican senator was Hennings in Missouri, and political observers have pointed out that many Missouri farmers voted for Hennings because they wanted to give Truman a back handed slap since he had opposed Hennings in the primary.

There can be no doubt but that Taft will return to the Senate with a new political stature, and will continue to fight against those parts of the Welfare State that he feels are not in accordance with the best interests of the nation. As this article is being written, there are rumors that Secretary of Labor Tobin and Secretary of Agriculture Brannan are thinking of resigning. If this happens, there is reason to believe that they feel that they can no longer render much service to the government since their proposals went down in defeat at the polls. The affirmative debaters should watch with interest any important resignations in the Truman cabinet to see if the apparent rejection of the people of the Welfare State idea caused the changes.

There is one place where the affirmative will find some difficulty in preparing their rebuttal speeches. They will make a mistake if they interpret the November election as a complete shift from the ideas of the Fair Deal. First, they must remember that up to the last few days before the election most people did not expect to see such a Republican victory. As long as the election was based upon the internal policies of the Truman administration, a Democrat victory seemed possible. It was the international

policies and events of the summer and fall months that seemed to change the minds of the people when they approached the ballot box.

The war in Korea hurt the Democrat cause greatly. When it appeared as if the Korean War was over, the sentiment shifted back to the Democrats. With the intervention of the Chinese Communists in the conflict just one week before the election, the people again became restless. They had visions of early adoption of universal military training, higher taxes to support the war, and they developed a lack of confidence in the ability of the administration to handle the international situation. It was this lack of confidence in the international policies of the government that seemed to affect the voters when they went to the polls. Even in Ohio it seems as if the people were voting for Taft's leadership in international affairs than that they were deciding the pro's and con's of the Taft-Hartley Act.

The election of November, 1950 has altered materially the method of attack that the affirmative debaters will use in both their constructive and rebuttal speeches. If the election had returned a substantial majority of Demeocrats to Congress in both houses, the affirmative would be arguing that we should attempt to stop an established trend in this nation. When the people voted as they did, the affirmative are now arguing that we should complete the job of rejecting the Welfare State that has so nobly been started in this election. The affirmative debaters find themselves in a position where they are arguing for the continuation of a trend already started instead of calling for the defeat of a trend that has steadily been gaining strength.

HOW DO RECENT CHANGES ALTER AFFIRMATIVE REBUTTAL PLANS

The affirmative debaters should take the time to study just how the changes that have been recorded in the recent election have made a change in their rebuttal plans. In order to explain some of the effects of the election, we will present some pertinent questions and then attempt to answer them.

DOES THE ELECTION OF 1950 MEAN THAT THE PEOPLE HAVE STARTED TO REJECT THE WELFARE STATE? Although many enemies of the Fair Deal would like to believe that this election was the beginning of the end of

the Truman Fair Deal, they do not have too sound a reason to take such a stand. In this election, international conditions loomed much more in the public mind than such proposals as Socialized Medicine or the Brannan Plan. The people were more interested in the way we were conducting ourselves toward Russia than they were about public housing. The increases in taxes made necessary by our rearming of the nation were many times greater than the costs of the Fair Deal schemes.

Regardless of how it is examined, it appears as if international problems were the major considerations of the voters in the election and they voted their convictions of our international policy. They had no opportunity to select between the type of international policy and the kind of domestic policy they wanted. There was no way to vote for a changed international policy and retain the Fair Deal, and so they voted for the international policy that they favored and forgot about the domestic policy. The affirmative must remember that the domestic policies were not the vital issues in this election.

DOES THE ELECTION, ESPECIALLY THE OVERWHELMING ELECTION OF TAFT, INDICATE THAT LABOR IS NOT A VITAL FACTOR IN ELECTIONS? There can be no doubt but that labor was the determining factor in the election of Truman in 1948. In 1950, organized labor tried to defeat Taft on his domestic policies, but they were unable to hold the labor vote. One observer has stated that labor does not seem to be an articulate and steady power in our elections. At least in Ohio it is very evident that labor voted as it pleased, and in many cases voted in direct opposition to the wishes of its leaders. There is again evidence that labor was voting more on the international problems confronting the nation than it was on domestic issues. In a subsequent election, labor may again return to the support of the Fair Deal program when domestic problems are the major points of contention in the election.

DO THE RESULTS OF THE ELECTION INDICATE THAT THE BRANNAN PLAN DOES NOT HAVE THE SUPPORT OF THE PEOPLE? This is one of the parts of the Fair Deal that does not seem to have the support of either the people or of the farmers of the nation. Lucas was defeated in Illinois, and even

though he stated that he was opposed to the Brannan Plan, he was too closely tied up with the administration to make his denial of the proposal satisfy the Illinois farmers who were very strongly against this proposal. After the election, former Secretary of Agriculture Anderson stated that the Brannan Plan had much to do with the defeat of Democrat candidates. It appears as if this part of the Fair Deal was rejected by this election.

DID THE ELECTION DECIDE THE FATE OF THE TRUMAN PROPOSAL FOR SOCIALIZED MEDICINE? There is little evidence to indicate that any large number of people were considering the possibility of socialized medicine when they voted in this election. It is true that the doctors made a great attempt to defeat the candidates who were for the plan of national health insurance, but it is doubtful if they were able to influence many votes outside their profession and immediate families. There were other issues that were much more important in the minds of the people. In an election on purely domestic issues, the lines for and against socialized medicine would be more closely drawn.

It is very doubtful if the administration will attempt to push through the national health insurance program in the 82nd Congress. This is not because of the defeat of the Democrats in many places in this election, but because of an attempt to push it now, with such a slim majority in Congress, would probably mean that the program would be defeated before it has had an opportunity to be voted on by the people in an election.

MAJOR POINTS OF STRENGTH FOR THE AFFIRMATIVE IN REBUTTAL

If the negative debaters wish to prepare a set of rebuttal arguments that will be of value to them in practically every debate that is held on this subject, the following important points should be studied and refutation should be prepared to present them in an effective manner. It would be wise to prepare outlines for each of these points, and then the debater should practice the delivery of these outlines so that his rebuttal speech will be truly effective.

THE AMERICAN PEOPLE ARE TENDING TO FAVOR THE REJECTION OF THE WELFARE STATE. This is a strong argument for the affirmative debaters to use in their rebuttal speeches.

They can point out that after giving the Democrat administration the go sign on the Welfare State the people have finally seen that it is not a good plan and they have now decided that they do not wish to continue in the direction of state socialism. The indication that they do not wish to continue on this path has been made clear in the November 1950 election. This should be made one of the strongest arguments that the affirmative will have in this debate.

LABOR IS NOT WILLING TO GO ALONG WITH THE TRUMAN ADMINISTRATION, THUS INDICATING A LOSS OF FAITH IN THE FAIR DEAL PROGRAM. When Taft was able to win by so large a majority and to even win many of the counties of his state having the large labor vote, there is evidence that the laboring men of the country are really not so much opposed to the Taft-Hartley Act as was formerly supposed. Taft was able to show that his act was really not a "slave-labor" law at all. He showed that it was really a curb on the power of labor leaders, but that to the actual worker it was a protection. The fact that labor did not stick together in the Ohio election indicates that even the laboring man is not now willing to go all the way for the Welfare State.

THE 81st CONGRESS DID NOT PASS MUCH WELFARE STATE LEGISLATION. After the campaign speeches of Truman in 1948 against the 80th Congress and the Democrat victory at the polls, we could have expected that much Fair Deal legislation would be passed by the 81st Congress. A look at the record of the 81st Congress, however, indicates that little Fair Deal legislation got through Congress. The members of Congress seemed to be willing to go along with the President on almost all of his proposals to meet the challenge of international Communism, but they gave his social reforms rough treatment. The only measures that were adopted were the Housing Act of 1949, which included extensive public housing and slum clearance programs and the Social Security Expansion Act of 1950. The Truman proposal to establish a new executive department to deal with problems of social welfare was disapproved in both houses.

The \$300 million federal aid to education bill failed to pass in the Senate, and

the administration's proposals for aid to the states to finance general relief programs was rejected. All efforts to pass a fair employment practices act that was satisfactory to the administration were futile. The anti-poll tax bill did not pass. All in all, the administration got almost as little from the 81st Congress as it had gotten from the 80th Congress.

THE PEOPLE WERE TIRED OF THE GROWING EXPENDITURES OF THE GOVERNMENT. There can be little doubt of the fact that the people of the country are growing tired of the vast expenditures that the government is now making. Although the large part of the cost of government is now going for rearmament, for the interest on the national debt and veterans' services and benefits, the people are looking for some place to make a cut in expenditures. There is little demand for cuts in the amounts that are spent in preparing a national defense or for veterans' benefits, but there is a de-

mand that something be done to stop the ever increasing amounts that are spent for social welfare. The people are demanding a balanced budget, and this cannot be had if more and more is spent on welfare.

THE CONTINUING HIGH COST OF LIVING IS AFFECTING THE DEMANDS OF THE PEOPLE FOR THE WELFARE STATE. As the cost of living goes constantly higher, and as income taxes are raised, the people are beginning to look for some type of relief. They are now receptive to any system that will reduce taxes and thus leave them more money to spend in living. This is one point where the proponents of the Welfare State are finding trouble. They have found that the increased Social Security payments have been readily accepted, but they do not find that the other parts of the Welfare State, which will cost much additional money, are so acceptable.

Let's Sing Together for a Change

NORMAN C. MOHN Ph. D.

*Department of Education
Texas College of Arts and Industries
Kingsville, Texas*

THE inculcating process of the democratic ideal in education is necessarily a slow one. In the first place, most teachers are not ready for a complete change; and to force them into a new and untried procedure is not only unfair to the teachers themselves, but a hinderance to the pupils' progress. This is especially so in music education. If cooperative measures are among the ultimate goals in music education, then such goals must come about gradually through experimentation, evaluation, further experimentation, re-evaluation, and so on.

The fundamental basis upon which the music program operates is that music is the natural heritage of every boy and girl; and, it is the business of the school to offer every child the opportunity to participate in all phases of the school music curriculum. Herein lies the democratic ideal—that which helps *all* children find maximum enjoyment and development in music. It naturally follows, then, that a new emphasis must be placed on

the process of planning together what these new experiences may be for the class group. Consideration of the functional relationship of both the music supervisor and the classroom teacher should be in the light of childrens' needs.

The greatest music problem of classroom teachers in the past has been that of adhering to rigid music standards by means of set rules, specific methods, and definite materials. The reasoning behind this practice must have been that supervisors felt ordinary classroom teachers to be inadequate without supervised or pre-planned procedures. The assumption could have been that classroom teachers were not capable of originality, responsibility, or creativeability unless they could carry out instructions laid down by the music supervisor. As a result, there was a deadening of desire to be creative, to be original, in short, to be anything representative of the democratic ideal in education.

The democratic procedure in music education should be ingrained into the mind of the classroom teacher if the ideal is to become even a remote reality; and this inculcation, by necessity, must be a continuous and growing process. She should be enticed into cooperative attitudes by the supervisor's tactful and painstaking interest in her immediate music problems. Demonstrations in music teaching proced-

(Continued on page 143)

Should Junior High Schools Have Highly Organized Competitive Athletics?

(Continued from last month)

In one of our junior high schools, all of the incoming 7-B boys were divided into two as nearly as possible comparable groups. One of the groups was excused entirely from taking physical education. The other group was required to take physical education five days a week. In the beginning the two groups were evaluated as shown in Table II:

TABLE II

Comparison of groups on the beginning of the experiment

	Group 1	Group 2
	Gym	Excused
<i>Average</i>		
Height	59.5 in.	59.5 in.
Weight	90.4 lbs.	88.1 lbs.
Age	13 yrs. 1 mo.	12 yrs. 11 mo.
Grades that half year	76.3	76.3

Anyone having a knowledge of conditions in any given school would admit that these two groups of boys were entirely comparable groups at the beginning of the experiment. The data herewith presented in Table II represents the conditions of these boys as of February 1, 1933. In June of the same year, the two groups were found to have increased in the three aspects of lung capacity, height, and weight by appreciable and measurably different amounts. Table III gives the average gains made by the two groups.

TABLE III

	Group 1	Group 2
	Gym	Excused
Increase in lung capacity	12.6	10.1
Increase in weight	4.9 lbs.	3.8 lbs.
Increase in height	.99 in.	.93 in.

These data were treated statistically by means of the formula developed for calculating "The reliability of an obtained difference," "Formula 19 found in Garrett's "Statistics in Psychology and Education," the following results were obtained:

FLOYD A. ROWE

Directing Supervisor
Bureau of Physical Welfare
Board of Education
Cleveland, Ohio

It was discovered that the likelihood of the boys in this experiment who took physical education increasing in weight more than those who did not was 97 out of 100; that 92 times out of 100 increase in lung capacity would be in favor of those boys who took physical education; and that 96 times out of 100 those boys who took physical education would increase in height more than those who did not. There were in this study 51 boys in Group 1 taking physical education, and 46 boys in Group 2 excused from physical education.

The next study was with boys entering senior high school in grade 10-B and extending over the entire school year of 1932-33. These boys were divided into three groups—namely, boys excused from gymnasium, or Group 1; boys who took no directed exercise in the school except swimming, or Group 2; and boys who took a regular prescribed gymnasium program of two double hours of physical education per week, or Group 3.

Table IV gives the results in terms of average increases in the three items mentioned over the period of one school year:

TABLE IV

Group 1	Group 2	Group 3
124 boys (excused)	89 boys (swimmers)	128 boys (gym)
Lung capacity	15.2	19.9 22.5
Weight	7.47 lbs.	6.73 8.9
Height	1.007 in.	1.05 1.18

These results again bear out the results of the other studies. They show that those boys who took regular gymnasium work exceeded in average increases in height, weight, and lung capacity those boys who took swimming. In turn, those boys who took swimming exceeded in average increases in height and lung capacity those boys who were excused from gymnasium work.

Your attention is called to the fact that

the boys who were excused from physical education gained more in weight than did the boys who took swimming. This, it seems, might easily be explained by the fact that swimming is known to be a reducing exercise.

The single question comes up as to why the difference: that is, why do boys competing in athletic programs—thereby getting a larger dosage of physical exercise than do their schoolmates—fail to gain as much in height, weight, and lung capacity when boys who take the required physical education program also gain in height, weight, and lung capacity over that group of boys who are excused from the required physical education activities? This seems to be a fair (even if long) question. It is one to which you may have an answer fully as good as the one about to be put forth.

It is not the item of physical exercise in amount or kind that causes the difference in my opinion. It is the matter of the psychological concomitants accompanying the program of competitive athletics—and which are almost entirely lacking in the regular program of physical education—which has to do with the difference.

All of us are familiar with the ordinary symptoms of the athlete preparing for competition. Lucky is the athlete who can escape the tensions which are set up by competition. I have never seen an athlete who did not give evidence of the fact that for a considerable period of time before any important athletic competition he was in a state of nervous excitement. Further, that this state of nervous excitement—or nervous tension, call it what you will—caused the derangement of certain of his bodily functions. We are all familiar with certain of the so-called phenomena due to nervous excitement before competition—the dry mouth, the loss of appetite, looseness of the bowels, necessity for frequent urination, etc. It is this interference with the bodily processes by the psychological factors of excitement or what-not entering into the competition which make for the difference between proper stimulation of the functioning of the organism due to proper exercise and the interference with their proper functioning brought about by the highly competitive contests.

In other words, if boys could compete with one another without the pressure put

upon them to win for the school, without the nervous excitement imposed on them by playing before audiences, and without the setting up of an artificial situation, the competitions would be good. In other words, boys do compete against one another at all times on the vacant corner lot and elsewhere, but informally and without excessive excitement, and these informal competitions are without question good for them. It is only when the coach is introduced who has a desire to win, and when the pressure of partisan spectators becomes felt and the competition is taken out of its proper setting—that of a natural everyday thing—that the bodily processes of the contestants are interfered with.

Let no one get the entirely erroneous idea that this is a plea for the abolishment of inter-school athletics. Such is not the case—far from it. Inter-school athletics have proven their values in too many ways. But, as with the eruption of the sixth year molar, the appearance of the beard, and the right to vote, in the life of

(Continued on page 142)

STAFF AWARDS for ANNUAL — NEWSPAPER



EK-10



D-12



EK-12

High Quality KEYS — PINS and CHARMS
for all members of your staff
Write for information and prices to —

SERIGHT
PUBLICATION BUREAU

136 No. 12th St. — Lincoln, Nebr.

ASSEMBLY PROGRAMS

for January

This month is named "Good Taste Month" and during these thirty-one days each student will need to become more and more aware of the necessity of being well mannered, well dressed, and well prepared to do his best out in the world. He must strive to make this world of ours a better place in which to live. The efforts of one group, the efforts of one individual will not accomplish our aim. It is only through the efforts of us all, of each individual in each group, that our goal will be reached. So it is that each student must be made to understand the importance of his part in this life of ours. As the student develops and prepares to take an active part in his community and nation, he will profit by careful consideration of the above-named factors in his life.

Three assembly programs have been outlined below, demonstrating three kinds of assembly activity which the assembly committee may use in suggesting ways and means to groups which need moral support when they accept the responsibility of preparing a program. As these program outlines are accepted for use, the director should bear in mind that the material should be adapted to the needs of his group and to his school.

The first program is one showing the use of good manners for all occasions. A discussion group will be a good medium by which to show not only what manners to use, but also why each is good. The group should be composed of representative boys and girls with an advisor to represent the faculty. The group should also represent all age groups of the high school. The leader of the discussion should be selected with care. He should be courteous, conscientious, and capable. His duties are outlined below with those of the panel.

THE LEADER

The leader should plan the points which the group will discuss, and then get the approval of the group and the advisor. After his original plan is amended and approved, he will assign a specific topic to each one for presentation. In the usual thirty-minute assembly period, about three minutes for each of five panel members will prove adequate time to present each point. That will leave 15 minutes for discussion and open forum, when members of the student body can ask questions. The leader will make an out-

IRENE GRAY

*Grand Junction High School
Grand Junction, Colorado*

line of the program, planning ways to tie one topic to the other, and a summary of the points as the close of the introductory period. He should also have a list of questions ready for use in the discussion period. While he will be prepared with information about each topic, his job is not to give information but to draw that information from the panel.

SUGGESTED TOPICS FOR THE PANEL

CONDUCT IN THE HALLS

CONDUCT IN ASSEMBLY

MEETING VISITORS OF THE SCHOOL

CONDUCT WHEN GUESTS AT CIVIC SOCIETIES

CONDUCT AT SOCIAL FUNCTIONS

DEVELOPMENT OF THE TOPICS

CONDUCT IN THE HALLS

The first thing to remember in all cases of conduct is consideration for others. The rules set up by the school for passing to and from classes should be reviewed first, and then be followed with suggestions for behavior before and after school, when small groups stand around in the halls. Few schools have rooms where students may meet socially during these times, and as a result they usually stand around in small groups to talk. They should remember to keep out of the main line of traffic, not to bar entrances, and to keep their voices properly modulated. If the school has a Teenage Canteen, this first panel member should bring in the rules which have been set up for it.

CONDUCT IN ASSEMBLY

The second panel member should point out that the student should always be polite during the assembly periods—be sure that his conduct is not interfering with the enjoyment of others present. He should adapt his conduct to the type of program which is being presented. Whistling with applause, pushing and rushing to get into the seat which he wants or to get out of the assembly after dismissal, or talking during the program are in poor taste and show the student to be inconsiderate of his schoolmates. This point should be made clear.

MEETING VISITORS OF THE SCHOOL

Each year there are representatives of book

companies, outside speakers or other talent, and the like who come into our schools, and it is important that students remember that they are guests of each person enrolled in the school. If one of these visitors enters the building and a group of students is standing near-by, it is only good taste for members of the group to greet him either with spoken words or with smiles. If he appears to be uncertain as to where he wishes to go, one of the group should ask if he would like help.

If outside talent presents a program for any group in the school or for the entire student body, representatives from various social groups and organizations should make it a point to thank the person who has given time to prepare and present the program. In making these thanks, the student should tell the visitor who he is and whom he represents. Individual students may well offer their thanks, too, if it is possible to do so—that is, if they can go to the visitor back stage or see him afterward in the hall.

CONDUCT WHEN GUESTS OF CIVIC SOCIETIES

In almost every town, civic clubs—luncheon clubs for the most part—often ask the school for programs. When groups prepare programs for these groups, the performers are usually included in the luncheon plans as guests of the club. They should mingle with the group, meet those in charge so that the right people are thanked, and otherwise conduct themselves as any polite adult might do. Too often students when placed in a position of this sort are self-conscious and uncomfortable. Just a little briefing as to proper behavior will make the student comfortable and will help him to make a good impression. Other groups in the town are also anxious to use school people on their programs, and students should know what is in good taste and in that way get valuable training.

CONDUCT AT SOCIAL FUNCTIONS

High School students go to many varied types of social gatherings. From the social meetings of school organizations to football and basketball games to the formal dances given by numbers of organizations, each boy or girl is concerned with what to do, once he has arrived. The following outline will serve the fifth and last panel member for his introductory remarks.

- Informal dances
- Formal dances
- Teas
- Social meetings of clubs

For each of these events the student has basic rules of etiquette which he has heard over and over again, but the application of these is another matter. So for our purposes, let us con-

sider what he has to say to those with whom he converses during the entire event. Let each remember that a good conversationalist never talks about himself, gives everyone a chance to take part in the conversation, and quietly helps anyone who is, for some reason, shy or uncomfortable. He is animated without being loud. He is a good listener. He is so busy enjoying others and appreciating the company around him that he loses his feeling of self-consciousness and is better able to behave in good taste.

In summarizing his remarks, the fifth panel member should emphasize the fact that for formal occasions the individual should make his conversation, actions, and dress fit the affair. Students are informal so much of the time that it is difficult to adjust that informal behavior for a formal event.

The discussion part of the period should clear up points about which there is disagreement or misunderstanding. The leader will guide this part of the program so that no one point receives too much time, and he will see to it that each point has been touched upon.

The second program which is planned in the "Good Taste" campaign concerns dress. All teenagers are interested in being well dressed. For some, it is a problem to have what they feel is

A STATEMENT WORTH READING!

The year, 1951, will represent 45 years of "Friendly Service" to drama groups, World Wide! Our 1951 Catalog is the result of much research throughout these years, and for size, readability, and content, is the best yet! We are proud to present it to you *Free*, to help you, as quickly as possible, solve your entertainment problems.

A PLACE WORTH REMEMBERING!

Eldridge Publishing Co.

To Save Time — Two Locations
Franklin, Ohio & Denver 2, Colo.
J

a wardrobe suited to all sorts of events. This program should point out what can be done by way of planning in advance and keeping within the budget.

The curtain opens on a stage which is bare in the center area, except for a riser. On either side, study tables and lamps are set. A telephone is placed near each table. On stage right is a high school girl studying industriously. On stage left is her counterpart, a boy. The boy seems distracted. At last he reaches for the telephone and calls a number. The other phone rings and the girl reaches for it to answer.

Boy: Hi Judy, how's tricks?

Girl: Oh, hello, Jim. I'm having an awful time with that math. It gets harder and harder and I get slower and slower. By the time I finish that one assignment, mother is calling for me to stop and go to bed. What's new with you?

Boy: Nothing much. Say I was wondering if you wouldn't like to meet my folks after the game and wait with them while I shower and dress. Then we can take them home and have Dad's good car for the evening instead of "Shasta."

Girl: Sure. Where should I meet them?

Boy: Let's say at the main gate. They usually go in there. And Judy, will you go to the De Molay formal with me next Friday night? Since we don't have a game that night, I can plan to go.

Girl: Sure. That sounds like fun. Will we go with Jan and Roger?

Boy: I suppose so. I haven't seen Roger yet, though. We'll see them tomorrow. Well, I guess you'd better get back to that math or you'll not be through to come to school tomorrow.

Girl: All right. So I'm slow with my math. I'll have it though, don't you worry. Bye. And thanks for asking me to the formal.

She sits looking off into space a minute. Soft music comes up in the background. Her head nods. She falls asleep. At the same time the boy is also seen falling asleep as he tries to study. An elf enters stealthily and seeing that each has fallen to sleep, begins to talk to them—first to the girl.

Elf: What do you wear to a football game that will be fitting afterward, when you go to the student canteen to dance or to play pingpong? A skirt and sweater, perhaps? What color is most becoming to you? What material is best suited to your type? Would this do? (Enter the first of the style parade, each preceded by descriptive narrative, leading from sports wear to formals. Throughout this show of what the well dressed girl would wear, is what the boy should wear.)

Elf: (Hovering around the boy) And you. What can you wear over to the locker room be-

fore the game, that won't get wrinkled during the game? Those gabardine trousers are good looking, but they might not stand hanging in the locker as well as that new pair of tweeds. Let's see! What shirt and sweater would look best with them? Or how about leaving your sport jacket hanging in the car, where it won't wrinkle?

And so develops the dialogue fitting the array of clothing which is to be displayed. At the end of the parade of what to wear, each model is standing, poised as a mannequin. The girl and the boy rouse and each talks to himself, musing as it were.

Girl: I must be sure to have my hair fresh and shining.

Boy: I'd better shine my shoes. This time I'll dig in around the soles like Mom always tells me to and I seldom remember.

Girl: I'll check my nails and see that they are filed and that the cuticle is well clipped.

Boy: This nail file should go into my pants pocket now so that I'll be able to clean up my nails after my shower.

Boy: I'll check my billfold to see that my driver's license and money are there. Boy, wouldn't it be embarrassing to get over to the canteen and find I'd forgotten that!

Girl: I'll take a scarf so if it is windy at the game I can protect my hair.

Boy: I don't need a haircut now, but I could do with a good shampoo before tomorrow night.

The music comes up and the curtain is drawn as the boy finishes his last sentence.

The third program planned for "Good Taste Month" concerns the student's planning what he will do to prepare himself for living in his community. This step in his education should receive more and more thought.

In order that the student may view the possibilities which lie in each of the departments of the

SOUND EFFECT RECORDS

Gennett & Speedy-Q

Write for free catalogue

GENNETT RECORDS

DIVISION OF STARR PIANO CO., INC.

Richmond

Indiana

UNIFORMS

New Style Book showing Uniforms IN COLORS. Also special designing. Wonderful line of samples. Write us first.

DeMoulin Bros. & Co., 1000 S. 4th St., Greenville, Illinois



school, the program should aim to let him have an inside view of what the departments have to offer. A scene from the parade of life will give him this inside view.

The setting is a street scene. In one part of the set is seen a group of people. This group is composed of representative persons from the different businesses in the town. They are all viewing the bulletinboard outside the office of the daily paper.

1st man: What do you think about the action taken by the council at last night's meeting, Jake?

2nd man: That new councilman from the 4th ward surely knows the political implications of all situations. He has had some good training in government somewhere.

3rd man: Pardon me, gentlemen, I couldn't help hearing you speak of last night's meeting. I'm one of the councilmen, and we need to know what the public thinks. Mind if I join you?

2nd man: Of course not. We were just talking about that new man. Where did he get all his "know how" about government?

3rd man: That's easy. He got his training first in high school. He became interested in history and from that worked up an interest in the workings of our own government. He debated and found that being able to express his arguments and substantiating his view points was highly gratifying. From that background he worked ahead in college where he made a name for himself in International Relations Club. Those young people take their responsibility as citizens very seriously. That young man's steeped in knowledge of government procedures. We're lucky to have him.

1st man: Sounds as though our town is lucky to have such a man.

This group melts into the crowd. As they do, we hear two Spanish Americans speaking Spanish and from their gestures we discern that they are avidly discussing some item on the bulletin board. Seeing their distress, a fellow standing near them draws up to them and speaks to them in Spanish. They converse freely and at last the Spanish Americans leave, a look of satisfaction on their faces. The other speaker returns to his companion.

Speaker: Those poor fellows were all confused as to their voting status.

Companion: How could you understand them?

Speaker: I studied Spanish in school and have also had some work in French and German. I find that knowledge of languages helps me in all sorts of ways. Little situations are always cropping up when I use one of those languages. I only wish that I had a broader background of knowledge. When I was overseas during the war,

that knowledge was invaluable not only to me but to many of my buddies.

Companion: It's funny, isn't it, how much of what we learned in school is useful to us out in the world. I remember that I was sure that I could never use Latin, but I'll bet that there's seldom a day when it doesn't help me to spell or to find the meaning of some word. It really gave me knowledge of basic English, too.

Speaker: Sure. We go to college, go out to work, or specialize in some field and when we're new at it, we are apt to assume that special knowledge is all we'll ever use. We often don't stop to think just how much of our basic knowledge we need in order to use our specialized knowledge.

Companion: Say, that bulletin board is certainly well put together. Who does that?

Speaker: One of our local fellows does it. He got his start in the publications department up here at the high school. He learned that lettering and such in mechanical drawing. He's a fine news writer, too. He does all their special work. He did some short-story writing in English when he was in school. He has a store of knowledge from his reading and study of literature in school.

The rest of the program is built around the same idea, giving pointed information about the rest of the curriculum. The program is ended with a talk prepared by the instructor of Distributive Education concerning how the student can train himself to apply for jobs, meet the public, and be a good business man or woman.

Since this month sees the end of the semester, it is advisable to leave some free time, for concentrated work makes free time desirable. If the plan of these three programs is followed, there will be, however, entertainment, worthwhile information, and relaxation in store for the student body.

The National Wildlife Federation has announced its 14th Annual Conservation Poster Contest. For complete information, write the National Wildlife Federation, Washington 10, D. C.



GOWNS

CHOIR
A CAPPELLA
ACADEMIC



26 Styles—6 fabrics to choose from. Send for FREE illustrated catalog.

National CHURCH GOODS SUPPLY COMPANY
831-33 ARCH STREET, PHILADELPHIA 7, PA.

News Notes and Comments

The South Dakota 1950 Manual of Directions for BOY STATE is a 48-page booklet published by the Northern State Teachers College, Aberdeen, S. D. It sells for 75c.

More than 2,000 Texas high school students, representing approximately 68 schools, attended Student Activities Conferences on October 28.

The "Drummerettes" of Elmore Twp. Schools, Elora, Ind., make a tom thumb edition of a drum corps. Billed as Indiana's Youngest Drum Corps, this group has appeared in parades at fairs and at various other entertainment features.

LIST OF CONTEST OUT

A list of National contests, approved by the National Contest Committee of the National Association of Secondary School Principals, was published in the October issue of *The Bulletin*, official publication of the Association. Additional contests, if any, will be considered by the committee in December and announced in the February issue of *The Bulletin*.

EVERY WEEK IS EDUCATION WEEK

Each year our calendar grows more cluttered it seems. We reserve a day, a week, a month for everything from fire prevention to be kind to animals. Too many of these are emphasized and forgotten. American Education Week is not so. Educating and education is a daily concern. Even during the summer or anytime the learning process goes on.

More and more we are becoming education minded. We realize the ever increasing necessity and value of being educated. No longer is it enough to know how to do your job. There is always someone more capable and better fitted if he is educated beyond your level.

Too many things are going on in the world today that we must know about. Unless we are familiar with world situations, developments, and problems, we cannot comprehend the actions that are taken by our leaders.

For the ones in school—our duty is to learn. For those who are our parents and guardians—it is their duty to see that our educational facilities are adequate and unsurpassed.

—Editorial in Okmulgee (Okla.) Torchlight

SKILL FOR DEMOCRACY

Professor George S. Counts, Columbia Uni-

versity, says autocracies and dictatorships no longer fear education as such. They have learned to use it successfully as a tool for their own purposes. By wiping out illiteracy, propaganda can be made to take hold of all the people. Democracies have long thought of education as a kind of automatic procedure for perpetuating its ideals. Public education must be used as skillfully in teaching the democratic way of life as it is used by dictators for contrary purposes.—*Kansas City Schools.*

Texas high school coaches will be barred from receiving expensive gifts from grateful fans, if recommendations made by the Legislative Advisory Council of the Interscholastic League are approved by the State Executive Committee, and then by a referendum vote by member schools.

Keynoter, official publication of Key Club International, is a source of program ideas adaptable to clubs of various types. It is published at 520 North Michigan Ave., Chicago, Ill.

"Extraclass Activities for All Pupils," by Ellsworth Tompkins is the title of Bulletin 1950, No. 4 of the U.S. Office of Education. This is a 54-page booklet.

Allied Youth offers a packet of printed material to acquaint school people with its program of aids in alcohol education. The address is 1709 M St., N.W., Washington 6, D.C.

"Activities" Halted in New York Schools

The New York City High School Teachers Association, prime mover in the cessation of after-school activities in 60 high schools in lieu of \$600 salary increase for teachers, has announced that its members will not resume their direction of extracurricular functions until committee findings on the salary question are put into effect.

Man only obtains the use of his faculties in obtaining the use of speech, for language is the indispensable mean of the development of his natural powers, whether intellectual or moral.—*Sir William Hamilton.*

"We're building 'character' at our school this year . . . our team is no good," is a non-funny commentary on the modern school athletic outlook. The character goal should be first in every losing or winning school, and the coach who preaches "win at any cost" has no place on a high school faculty. Conversely, local pressures on a coach to win every game each season are to be condemned, and can be lessened if the school administration will make clear its determination for a sane, wholesome program of secondary athletics.—Horace B. Powell in the November number of *Kansas Teacher*

(Continued from page 122)

In some schools a daily period is set aside for drill team activities. It should be scheduled the same period as band. If this is the case, the following weekly schedule may be followed:

Monday. Officers' meeting at noon to plan Friday's drill.

Monday. Mass meeting for business, discussion of old drills and suggestions for improvement. Explanations and assignments made for the new drill.

Tuesday. Practice with the band on the field. May practice one hour after school if it is needed.

Wednesday. Practice on field alone. The band practices music in the band room. Everyone remains after school for one hour practice.

Thursday. Practice on the field with band. Entire group, band and drill team work together as a unit. Baton twirlers and flag twirlers remain after school.

Friday. Practice on the football field. No practice after school; girls are to go home early and rest one hour if the drill is to be given that evening.

Generally speaking, a well-planned drill should:

- (1) Enter one place and exit another.
- (2) Cover the entire stage.
- (3) Be challenging to the participants.
- (4) Have symmetrical lines and patterns.
- (5) Use continuous accompaniment.
- (6) Have all groups move and stop together.
- (7) Make participants face all spectators at one time or another.
- (8) Have an element of surprise.
- (9) Recognize guest by some sort of a salute.
- (10) Move fast; drill should not be longer than ten minutes.

(11) Have originality in each drill.

It is recommended that variations in drill be used so that the elements of surprise and good planning are not lost.

If properly developed, drill team activity may lead toward similar intangible learnings as do other phases of the physical education program and will engender a strong interest in participation.

After drill season the class should be expanded to include the regular physical education program activities. This is quite simple when the block plan is utilized, for then the drill team activities become one of the blocks.

One may find that the girls on the drill team have had more valuable experience in the first ten weeks of school than have others who have been in regular classes, using other activities.

Some of the advantages of drill team are: (1) increases school spirit, (2) encourages fellowship, (3) develops leadership, (4) emphasizes scholarship, and (5) affords experience of belonging and "being important." Another great advantage of this type of organizations is that a large number of students may participate, (6) excellent training for posture, body coordination and dignity, and (7) develops pride and confidence in public appearance.

Drill team represents a sound philosophy of education inasmuch as it combines student participation and student activity with a school project and at the same time has as its basis the development of character, good conduct, and a healthy and graceful posture at all times when properly organized. It improves public relations and provides the basis for a variety of sponsored activities.

Fundamentally the advantages or disadvantages of drill team are dependent upon the type of leadership provided that organization by the advisor. The gregarious urge of high-school-age students demands that extra-curricular participation in activities be provided in one form or another. Drill team helps meet that urge!



BOWS and ARROWS

targets, faces, supplies and materials of all kinds. Make your own in the wood shop; THE PLAT BOW book tells how. Well illustrated, only 75c.

EXTRA PROMPT DELIVERY—NO WAITING—NO ALIBIS—30 DAYS TO PAY.

INDIANHEAD ARCHERY MANUFACTURING CO.
Box 303 SA Lima, Ohio

How We Do It

LOCAL HIGH SCHOOL RADIO FORUM

"The forum for youth is now in session", are the words which introduce the Youth Forum Broadcasts which originate at Ottawa Hills high school every seven weeks.

These broadcasts are sponsored by a local radio station, as a part of its educational program, and originate in one of the local high schools every week. Consequently, a broadcast in Ottawa Hills is a rare enough occurrence to maintain the interest and enthusiasm of the student body.

All broadcasts are of a half-hour duration, and they are recorded in our auditorium. Then, a few days later, they are transcribed for use over the radio, which gives the participants a chance to hear themselves in action. Four students take part in each broadcast, usually two boys and two girls. Pupils are selected by the broadcast director at Ottawa Hills H. S. from the recommendations of all the other teachers. Although any above-average student may take part, these participants have been confined to juniors and seniors for the greater part.

After students have been chosen for a broadcast, there follows a busy, strenuous period full of research, thought, and uneasiness. Each participant writes a full three-minute speech on his own, besides reading all kinds of books, pamphlets, and articles so he will be thoroughly prepared when he is on the air. An important part of the preparation is a series of seven-thirty a.m. meetings with the director, to discuss problems to read speeches, and to do further research.

Then comes the day of the broadcast! For about a half hour before the recording is made, the students taking part talk with the moderator, who is the educational director of the radio station sponsoring the broadcast. Then the big moment begins! First of all, the four pupils read their three-minute talks, and then follows a roundtable discussion with the moderator, which lasts for about ten minutes. The participants do not know what questions the moderator will ask before he asks them, and, so they must be alert and have read widely on the topic of discussion. Then the audience asks questions, which also have not been known to the students taking part.

At last it is over!

This is only one way that students at Ottawa are kept interested in local and state problems, for that is what most of the topics discussed deal

with—the problems of Michigan and Grand Rapids, although national problems are discussed also.

The problems discussed this year were:

Shall we revise our tax structure?

Federal Aid to Education?

Can we utilize the atomic bomb for peacetime uses?

Shall Michigan adopt a unicameral legislature?

Should eighteen-year-olds be allowed to vote?

—JUNE HOWARD, Ottawa Hills High School, Grand Rapids, Mich.

RED SOCK DANCE

Red socks, blue jeans, bow ribbons, and hillbilly music highlighted one of the most successful dances of the year at Central High School in Helena, Arkansas. This novel "Red Sock Dance" was a new creation in the school. Everyone (boys and girls) wore red socks to the dance, and checked their shoes at the door. Each pair of shoes was numbered with chalk and the owner of the shoes was given a small ticket with a corresponding number on it. The shoes were lined up numerically to avoid confusion in re-claiming shoes when the dance ended.

After checking their shoes, everyone danced in their red socks for the remainder of the evening. In keeping with the occasion, a hillbilly orchestra furnished a floor show and a record player, music while both ballroom and square dancing was enjoyed by everyone.

One reason this dance was so enthusiastically attended was the pre-dance advertisement. Large red socks were cut from crepe paper and pinned in prominent places throughout the school and community. The local newspaper and radio station also carried announcements of the dance.

The gymnasium was transformed into a "Red Sock World" through the untiring efforts of the decoration committee. Red socks were tacked on the walls and were suspended on strings from the ceiling.

A small admission of twenty five cents was charged for stags or couples. This not only provided a different kind of entertainment but also brought in a little money for the Council. — JUANITA SMITH, Student, Central High School, Helena, Ark.

THE CHRISTMAS STORY IN COOKIES

The Christmas story in cookies—that's what the Future Homemakers of America, Escondido

Union High School Homemaking Department make for Christmas. It's original from the very beginning. Simplified designs of Christmas characters were drawn by a girl proficient in art. These were quite similar to designs used in kindergartens.

Next, gallon tin cans were gathered from the cafeteria waste, cleaned and cut into 1 inch strips. With a pair of small pliers, these strips were bent to shape of the drawings. The shop boys soldered loose ends and fastened them to tin can tops for durability. The 13 cutters were ready for use.

Homemaking foods girls prepared sugar cookie dough by this recipe:

Two-thirds cup of shortening, one cup sugar, cream together well; Two well beaten eggs, one-third cup milk, one-half teaspoon vanilla, combine liquids; Three cup flour, two teaspoon double acting Baking Powder, one-half teaspoon salt. Mix and sift dry ingredients together. Add alternately to creamed mixture with liquids. After blended, roll in wax paper and chill thoroughly.

A portion of the dough was rolled to one-eighth inch thickness on a piece of wax paper, then cut and the outside dough removed, leaving the cookie shape to bake on the wax paper. (This retains shape better than if dough is lifted in moving.) Bake in 375 degree oven until done (about 10 min.)

Confectioner's frosting was in colored delicate tints-yellow, pink, blue, lavender, green, red, etc . . . and parts of the delectably browned cookie colored as follows:

- Golden star
- Haloed, blue cradle
- Pink robed Mary
- Brown clad Joseph
- Jewelled winged angel (jewels of colored candies)
- 3 gift bearing wise men in rich robes (each in a different pose of odoration)
- Blanketed camel
- 2 bearded shepherds carrying crooked staffs
- White fleeced sheep
- Brown and white cow



After thorough drying, left over frostings were combined with chocolate to represent sod. Each cookie was set upright on a chocolate coated graham cracker base. Toothpick backings held the cookie in place until the sod dried.

The picture tells the story of our success clearer than words. Many a cookie Nacimiento centered the family dining table, graced the mantel or around the ornamented tree to tell the Christmas Story—indeed “the sweetest story ever told!”—FRANCES M. BEVEN, F.H.A. Adviser & Homemaking Teacher, Escondido U.H.S., Escondido, Calif.

TEEN TOWN

In the community living classes at Du Quoin Township High School, the problem of youth recreation was the topic of discussion. The students felt that a teen-aged recreation building was needed. Therefore they enlisted the aid of other interested students and organized a Teen Age Club. The purpose of this club was to get a Teen Town for Du Quoin.

At the first meeting of the club, temporary officers were elected. All the officers were students except the treasurer. Mr. Bovinet, the sponsor of the club and teacher of the community living classes, was appointed treasurer. The local Junior Chamber of Commerce was asked by Mr. Bovinet to sponsor the club. They agreed to and made a donation of \$75 to start on. Other local clubs in town also contributed. The Rotary Club planned a minstrel to be held December 5th and told the Teen Age Club that if they would help sell tickets the profit would be split between the two clubs.

On October 14th the Teen Age Club launched its first drive for money. A tag day was held that Saturday. In preparation for the tag day the town was divided into sections for Saturday's town-wide canvass. *The Du Quoin Evening Call* fully publicized the event. Merchants were contacted and agreed to donate tags. The tags were printed with colored pencils by the club members. On the specified day, stations were set up in the business district and volunteer workers received donations from people on the streets. Meanwhile the canvassers were busily covering the residential district according to the preciously arranged plan. The total donations amounted to \$513.72. With further donations from local clubs our treasury received \$658.75.

Plans are now in progress to house our future Teen Town.—Du Quoin Teen Age Club

PEP MEETING SURVEY

We recently conducted a survey among 21 Class “A” Schools of Northwestern Ohio to determine current practices as regards pep meet-

ings for athletic contests. The results and comments follow.

Question: Do you hold pep meetings on school time?

Answer: All 21 said yes. However, one school said they hold a few on the football field the night before the game; another said they hold some after school, and a third school said they hold some during the noon hour.

Question: How much school time do you allow for pep meetings?

Answer:

45 minutes—1 school	20 minutes—7 schools
30 minutes—4 schools	15 minutes—7 schools
28 minutes—1 school	10 minutes—1 school

Question: What time in the school day do you hold pep meetings?

Answer: Just before noon lunch..... 1 school
First thing in morning..... 1 school
Last period in the day..... 19 schools

Question: Do you hold pep meetings for all games, only for home games, or do you have other plans?

Answer: All games 6
Home games only..... 5
Varied plans 10

Statements made by various principals, such as the following:

"Once in a while a game is skipped. Determined by cheerleaders wishes usually. Gets sort of old by year end, however."

"About 3 or 4 per year. Usually one pep meeting at opening of school; one before some big game; just before basketball season. We have had a few at the noon hour in front of auditorium or in the auditorium. This year we had one before our game . . . a bonfire at the park. Maybe that's why we lost that one 60-12. That's first bon-fire we have had in 4 or 5 years. We feel that a short pep meeting is more effective than a long one."

"No set plan. The first Friday we did not have a pep rally. We won our first game of the season. I am sometimes in doubt as to the psychology of it all."

"All football games—Friday basketball games." (2 schools)

"As desired by the coach—average 4 for football; 6 for basketball."

"All league and home games in football. Just 3 select games in basketball."

"For most home games . . . some others."

"As Cheerleaders feel they need practice."

"About half of the home games."

"Most generally for league home games only."

"Four football games; 6 basketball games — games selected by cheerleaders."

Question: What do your pep meetings generally consist of?

Answer: Yells, stunts, talks by coaches, students, faculty, alumni, pep band, competitive cheering, school song, clinic on rules, sportsmanship.

Question: If held on school time are all students required to attend?

Answer: Yes 19 schools
Voluntary attendance ... 2 schools

Question: Remarks:

Answers:

"We have an activity period during which we hold our pep meetings. Pep rallies are a real problem. I will be greatly interested in your findings."

"Pep meetings help a lot in introducing new cheers, keeping up school spirit, and are a lot of fun to work up and participate in."

"We don't have as many at after school pep meetings, but we have a better spirit and better cheering. We still make them about 15 minutes long but are not as held in by time as though the meeting is on school time. Generally speaking, the after school pep meetings are attended by Juniors and Seniors. It takes about a year to get the Sophomores to feel any responsibility about attending."

"Our band man helps considerably in making our pep meetings successful."

"I do not think these pep meetings serve any very great educational need, hence the short time allotment. However, I think it is a way to channel some energy toward a common goal."

"For Homecoming game we have a little longer time and a more elaborate program."

"Interest and need generally determine time, number, and length of session. Cheerleaders



BAND UNIFORMS

Built on

Quality - Service - Reputation
for over 90 years

Write for catalogue No. 90
and specify colors desired

George Evans & Co., Inc.

BAND UNIFORMS SINCE 1860

132 North Fifth St., DEPT. S.A., Philadelphia 8, Pa.

practice after school under supervision of a sponsor."

"Anyone who skips out of pep meetings must take detention. Presently we are not satisfied with our pep sessions."

"I do not think pep meetings are an educational activity. However, we allot this time during the school day so no incentive exists for pep meetings after supper with accompanying disorder, lack of supervision and general obnoxiousness. This 20 minutes seems to satisfy our youngsters and we consider it worth the time to avoid possibility of rowdiness when pep meetings are held outside of school time and off the school premises."

"We have voluntary attendance because some students have a real aversion to the noise and hub-bub accompanying a pep meeting. To them it is an annoyance. Others have work on which they prefer to spend time. All these cases are very much in the minority."

Cooperating Schools:

Wauseon High School
Delaware High School
Bellevue High School
Wapakoneta High School
Sidney High School
Mt. Vernon High School
Ashland High School

St. Mary's High School
Norwalk High School
Bellevue High School
Napoleon High School
Bryan High School
Montpelier High School
Piqua High School
Van Wert High School
Bowling Green High School
Fostoria High School
Bucyrus High School
Galion High School
Urbana High School
Defiance High School

—CLAUDE W. HENKLE, Principal, High School, Defiance, Ohio

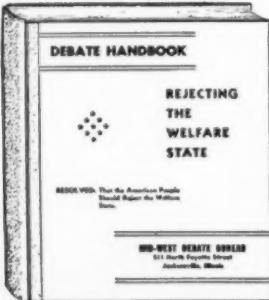
SOCIAL EVENTS OF HI-TRI

In most high schools throughout the United States, there are many organizations for girls who wish to contribute something to their community and school. In Clear Lake, Iowa, there is such an organization called Hi-Tri. Its members are high school girls interested in devoting their time and talents to the development of an interesting program for the school year. Each month has its definite project which remains unchanged from year to year. For instance, in February we hold our formal dance, in April the Mother's Tea, and in May the Senior breakfast.

DEBATE

Materials

THE WELFARE STATE



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1950-1951 IS:

RESOLVED: That the American People Should Reject the Welfare State.

The services of the MID-WEST DEBATE BUREAU have been designed to meet the particular problems that are presented by this very difficult topic. Prices on debate materials are as follows:

DEBATE HANDBOOK	\$3.00
THE DEBATE REVIEW	2.00
SET OF SPEECHES	1.35
YOUR GUIDE TO EFFECTIVE REBUTTALS	1.50

MID-WEST DEBATE BUREAU
JACKSONVILLE, ILLINOIS

These three are the most important activities of the year and demand a great deal of time, ingenuity, and work on the part of the members of the respective committies.

Our February dance was highly successful. The first step in its preparation was the selection of a song title suitable for a theme. We chose "Moonlight and Roses" which lent itself very nicely to decorative ideas which were both economical and impressive. Hundreds of red crepe paper roses were made and used freely in the decoration of the room in which we danced. They climbed realistically over a white rose arbor used at the entrance, they "grew" on a low fence running around the dance floor, and they were arranged artistically in a large, white construction-paper urn on one of the walls. Realistic clouds hung from the ceiling, fooling everyone except those who made them. The clouds were only large strips of white crepe-paper interwoven, so as to give a criss-cross effect. These clouds concealed large electric lights which, having a special bulb, gave a soft rose cast to the entire room. And, to complete the theme, a huge moon sprinkled with silver powder hung on a wall illuminated by a spotlight carefully concealed under a cloud.

Hi-Tri's tribute to its mothers is an April Tea. A beautifully arranged buffet-table is usually the only decoration. This year the centerpiece was quite outstanding and different. It was made up of little crepe-paper umbrellas filled with sweet peas. Each mother received one as a corsage at the close of the party.

The final social event of the year is the Senior breakfast in May. All Hi-Tri members are invited to partake in the final fare-well to the seniors with whom they have worked throughout the year. This fare-well is both impressive and sad, for all present realize that the entire group will never be together again. — SUSAN JANE BOYLE, Clear Lake High School, Clear Lake, Iowa.

HEALTH ROOM

A full-time school nurse is a necessity, not a luxury. Now, Modesto High School has a school nurse of its own. No longer will students have to arrange to see the nurse in the few hours a week she is available, now she is in her office all day.

To provide for the increased needs of a swelling student body, a new health room was included in our new building. Sometimes all of its nine beds are occupied.

Each period a girl is in the health room to relieve the nurse of routine matters. She signs rest permit slips, keeps the rest book in order, and makes out cards for the file. Changing pil-

low covers, adjusting windows, and generally being useful are her other duties. Sometimes there is filing to be done and errands to be run for the nurse. It is wonderful experience for any girl, but especially one planning to enter nursing. Occasionally, if the nurse is out, the assistant takes temperatures, applies band-aids, or weighs-in someone.

In the outer office is the assistant's desk, the closet for laundry, a few chairs, two portable screens, and the nine beds. In the nurse's office is her desk, a table of files, a revolving medicine cabinet, and the sink, drawers, cupboards, and drainboards.

Some of the articles in the cabinet and drawers are heating pads, band-aids, thermometers, gauze, tape, salt for gargling of sore throats, boric acid, mentholatum, hydrogen peroxide, ammoniated mercury salve, salve for sunburns, castor oil, smelling salts and spirits of ammonia, bicarbonate of soda, cotton, and ammonia water for insect bites. Most of these are familiar first-aid equipment in homes, but somehow in a nurse's office they look very professional.

Most of the emergency cases come from the gyms and shops. A few such cases that occur are

COSTUMES by EAVES

Costume rentals to churches, schools, colleges and organizations everywhere. 100,000 costumes in stock —promptly available at very moderate rates.

A Famous By-Line of the Theatre!

Complete productions or any part thereof. You name the play or list of requirements—we send full information without obligation.

EAVES

COSTUME COMPANY

Eaves Building
151 WEST 46th ST. • NEW YORK 19, N. Y.
Established 1870

faints from over-exercise, cuts and gashes from machinery and sharp instruments and tools, and sprained or wrenched limbs. Once a girl hit her head diving into shallow water in the swimming pool. Another time a boy's foot was injured by a heavy football cleat. Spiked track shoes account for a few emergencies. More usual cases are headaches, colds, sore throats, nose-bleeds, temperatures, fatigue stomach upsets, and pains in the back, side, and neck.

The capable nurse keeps health records, checks up on students out of school from illness, keeps in touch with those in need of medical aid or those who have special health problems, gives eye tests, and advises students and faculty on matters concerning their health. She is also a sympathetic, reliable person for anyone wishing to unburden himself of personal problems. Her reassuring, understanding practically leaves many students comforted. When the nurse is out, the health counselor has charge. She also consults and is consulted about Modesto High's health service and about individual cases.—ELSIE MYERS, Student, Modesto High School, Modesto, Calif.

(Continued from page 130)

the growing boy, there is a proper time and place for competitive athletics in the school physical education program. The question as to where its proper place may be is all that is being raised.

Boys in general certainly have an accelerated period of growth corresponding rather closely to the junior high school age—roughly, twelve to fifteen years. During this accelerated period of growth, everything should be done to clear the path of any and all obstacles which conceivably might interfere with it. Boys of this age are required to make physiological and psychological adjustments which, to say the least, are important.

If it is only suspicion, then, that inter-school athletic activities in junior high school fail to make these adjustments the more easy, not to mention interference with them, they (inter-school athletics) should certainly be held in abeyance until these adjustments are completed.

It would seem, then, that the proper time for the inclusion of the inter-school competitive games in the program of physical education should be arrived at rather easily—at least from the standpoint of logical deduction.

It seems perfectly logical to suppose that after boys have physiologically matured, organized inter-school compet-



HARPER STANDARD ENGRAVING CO.
STARTED IN BUSINESS ON JANUARY 1, 1920

CUTS FOR STUDENT PUBLICATIONS ON FAST SERVICE AT LOW RATES

Condensed Price List Write for Complete One

SINGLE COLUMN CUTS

ZINC HALFTONES 60-75-85-100 SCREEN	ZINC ETCHINGS (SHADED CUTS 10% EXTRA)	COPPER HALFTONES 120 OR 133 SCREEN
UNMOUNTED \$1.05 FOR 1 TO 6 SQUARE INCHES	MOUNTED \$1.15 FOR 1 TO 6 SQUARE INCHES	UNMOUNTED \$1.15 FOR 1 TO 6 SQUARE INCHES
MOUNTED \$1.30 FOR 1 TO 6 SQUARE INCHES	MOUNTED \$2.50 FOR 1 TO 5 SQUARE INCHES	

OTHER SIZES AT PROPORTIONATE RATES A FEW ARE LISTED BELOW

TEN-SQUARE-INCH CUTS	TWENTY-SQUARE-INCH CUTS	FIFTY-SQUARE-INCH CUTS	ONE HUNDRED-SQUARE INCH CUTS
\$1.60	\$1.65	\$1.75	\$1.90
\$4.40	\$2.75	\$2.95	\$2.95
\$3.30	\$6.25	\$5.55	\$5.65
\$9.85	\$6.05	\$6.20	\$9.85
\$15.30	\$8.60	\$9.10	\$9.65
			\$10.20

CUTS AND MATS OF FOOTBALL PLAYERS

PRICES ON MATS	
SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON SAME ORDER
1 1/2	12
2	8
3	6
4	4
6	3
8	2
10	1
12	1
14	1
16	1
18	1
20	1
24	1
28	1
32	1
36	1
40	1
44	1
48	1
52	1
56	1
60	1
64	1
68	1
72	1
76	1
80	1
84	1
88	1
92	1
96	1
100	1

MAT
PRICES

MAT
PRICES

Please Write Us For
COMPLETE PRICE LISTS
on Both CUTS and MATS.
Let us quote on your
Art Work and on your
Year Book Engravings.



HARPER STANDARD ENGRAVING CO.
JACK HARPER, DALLAS, TEXAS 1615 ROYAL ST.
OWNER-MANAGER P.O. BOX 1016

itive athletics might be safely introduced into their program. It also seems somewhat reasonable to think that through the junior high school life of boys, the teaching of game skills to be used in the future in the senior high school athletic program might well be taught. Further, intramural contests of all sorts might well be organized for those boys who desired to take part in them, care alone being exercised that these boys be not allowed an excessive amount of time for games as against the learning of the game skills involved.

Dr. T. Wingate Todd and Dr. W. M. Krogman of Brush Foundation, Western Reserve University, have advanced a possible explanation of the facts revealed by the data of Table I. Neither of the men mentioned care to be quoted beyond conjecture in this matter. Their best opinion, however, is about as follows:

It is possible the boys choosing to compete in the athletic programs are boys who have more nearly matured than are the boys who did not choose to take part. In other words, desire to compete and physiological maturity may have a high positive correlation. Lack of physiological maturity and desire to compete may then have a low or even negative correlation.

The truth or falsity of Drs. Todd and Krogman's supposition requires several years of experimental study to determine.

In general, however, one thing seems quite certain and that is—before boys should be permitted to take part in any inter-school competitive athletic program, either junior or senior high school, the boys should be required to show evidence of some considerable degree of maturity. At the present time, there are no definite or suitable measures of maturity easily available. General appearance probably is as good and as safe a means as any other. Experienced teachers catalogue boys almost at a glance in regard to this matter of maturity, particularly those teachers who have the opportunity to see boys in the process of taking showers. It seems a perfectly safe statement to make that boys, even in senior high school, who have smooth skins, whose muscles have not yet become marked or chiseled, but whose arms and legs are round and full rather than marked by muscle contour, should be kept out of competitive athletics.

True, there are other signs. The appearance of hair on the face and body, change of voice, and, as before stated, the entire general appearance of the boy should be the thing upon which every properly-trained teacher of physical education should depend for guidance in regard to permitting the boy to take part in the competitive athletic program.


One word of caution and that is—do not try to encourage the big, active boy to compete in athletics. Just because he is big and active is not enough. If he does not have an honest and natural interest in them, it is probably better to omit him from your squad or at least from active competition, pending the time his interest develops.

As said before, you may have an entirely different answer to the question as to what makes the difference between the effect upon boys of ordinary physical education as opposed to no physical education, and of competitive athletics as opposed to no athletics. At any rate, your attention is called to these situations with the hope that you will give them your time, thought, and possibly devote some time to research along these lines.

Research in these matters is not an easy thing because of the many variables which enter into the situation. Care must be taken to see that the groups which are to be analyzed are comparable at the beginning of the experiment—otherwise the validity of the experiment will be in serious question and, in all probability, your time and efforts will have been lost.

(Continued from page 128)

ures are well and good; but, the classroom teacher at all times should be led to express *her* own initiative, *her* own ideas for solving a particular problem, and *her* own creativeness in any new project. The aspect of responsibility will iron itself out in due time if she is made to feel that her individual efforts are the cause of musical



CAPS and GOWNS

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1025 S. 4th St., Greenville, Illinois

progress within her pupils. Many times she may produce a music lesson of fine aesthetic quality, superceding any pre-arranged method or material supplied by the supervisor.

As a fitting coda here, the movement of democratic or cooperative procedures in attacking a music problem (or any other problem, for that matter) will gradually but surely become a natural thing for the pupils in the classroom. They will capture this spirit in their own group thinking along with the teacher's suggestions; and, new sources of effective methods and materials will be the by-products of such activity. As long as the pupils are given an opportunity for leadership, creativeness, and initiative, they, as their teacher, will develop in their thinking, and wholesome traits of democracy will surely carry on throughout their future lives as American citizens.

Comedy Cues

Watch Your Language!

American Tourist: "Where am I at?"

Englishman: "My dear fellow, you use terrible grammar. You should say: 'Where is my 'at.'"

—Wisconsin Journal of Education

Crowded

The very dumb starlet was browsing around a Hollywood antique shop. She saw an ornate bed that struck her fancy immediately.

"What a charmingly quaint bed!" she gushed.

The salesman nodded reverently.

"This bed has an amazing historical - background," he said softly. "In this very bed, my dear young lady, slept King Louis XIV, King Louis XV, and King Louis XVI."

The starlet raised what was left of a tweezed eyebrow.

Ain't that odd?" she chirped. "You'd figure that such big shots could afford to sleep in separate beds!"

—Kablegram

BEEES IN HER BONNET

A teacher with a lot of paper work to do placed her hat in front of the class and told them to write a composition about it. All was silence for about five minutes. Then a little boy raised his voice.

"Teacher," he said, "How many b's in shabby?"

—Journal of Education

For Sale—A folding bed by a lady that shuts up and looks like a piano.

—Collegio

A college student, for to sell his ancient jalopy, stood at the classified-ad counter of the local daily trying to compose an advertisement worthy of his prize.

After listing the price and cataloguing a number of its outstanding features, he hesitated a moment, then added: "Runs like mad!"

—Franklin Co-operate

Did you hear about the Australian bushman who got a new boomerang and went crazy trying to throw the old one away?

GOOD INDEED

When a scoutmaster asked his flock whether or not each had done his good deed for the day, three members admitted they hadn't. "In that case," they were told, "leave this meeting and don't return until you've lived up to our motto of one good deed a day."

A half-hour later the boys returned, disheveled and flushed. "I did my good deed sir," the first scout said. "I helped an old lady cross the street."

"Me, too" added the second. "I helped the same old lady cross the street."

"So did I," chimed the third member. "Do you mean," the Scoutmaster demanded, "that it took three of you to help one old lady cross the street?"

The spokesman for the trio lowered his head. "Yeah," he replied, "You see, sir, the old lady didn't want to cross the street."—*Journal of Education*.

Ooops!

First stranger (at a party): "Very dull, isn't it?"

Second: "Yes—very."

First stranger: "Let's go home."

Second: "Sorry, I can't. I'm the hostess."—*Scholastic*

BLACK MAGAZINE AGENCY

Subscriptions Serviced for 6, 8, or 12 months
SPECIAL SCHOOL RATES

Write for Price List—S-7

BOX 312—LOGANSPOUT, INDIANA

in

ts

nt

ne

nt

n-

a

n

-

r

/,

at

d

o

-

e

s

e

o

t

s

l.

y

-

t

-

-

□

□

□

□

□

□